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ABSTRACT

The knowledge that 17-year-old students in a local city school district had of literature and history was assessed using the same test items administered by the National Assessment of Educational Progress (NAEP). A review of national results of the NAEP examination in 1986 has highlighted the gaps in knowledge of this age group. The Austin (Texas) Independent School District (AISD) assessed its students by administering 141 U.S. history and 121 literature items from the NAEP test to 960 high school students in the spring of 1988. Most of the students tested were either 16 or 17 years old at the time of testing. Although problems with the representativeness of the AISD sample and the comparability of AISD and national sample place some limitations on the confidence of the statement, AISD students outperformed the national sample after both descriptive and inferential analyses. Nationally, 60 of 141 questions were passed (answered correctly by at least 60% of the students), while AISD students passed 86 history questions. In literature, 51 of 121 questions were passed nationally, while AISD students passed 67 of 121 questions. Even though Austin students did better than students nationally, the 61% passing rate in history and 60% passing rate in literature leaves plenty of room for improvement. Six figures give study data. Fourteen attachments present administrative cover letters, teacher checklists, and explanations used in the program; the test item rank order results; a list of test items; and NAEP objectives. (SLD)

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# WHAT OUR 17-YEAR-OLDS KNOW: ONE DISTRICT'S ASSESSMENT

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# WHAT OUR 17-YEAR-OLDS KNOW: ONE DISTRICT'S ASSESSMENT

## Introduction

This paper presents the results of the only assessment (that we know of) by a local school district of its 17-year-olds' knowledge of history and literature using the same test items administered by the National Assessment of Educational Progress (NAEP). The results of the national assessment conducted in spring, 1986, using a sample of 7,812 students were much publicized, and were even the subject of a best-selling book, What Do Our 17-Year-Olds Know?, by Diane Ravitch and Chester E. Finn, Jr. (Harper & Row, copyright 1987). In this book, the authors deplored the "serious gaps" they found in students' basic knowledge of history and literature and issued a call for improving teaching and learning in these areas.

In the Austin Independent School District (AISD), Austin, Texas, the national furor over the apparently deplorable state of students' knowledge of history and literature became infused with an ongoing discussion about the amount of content being taught in AISD classrooms and the appropriate balance between skills and knowledge. Highlighted by the national debate, these concerns became a focus of attention by the Superintendent and administration in the 1987-88 school year.

The question was raised, "How does the District determine what the content of instruction ought to be?" Taking this question as a point of departure, the Office of Research and Evaluation (ORE) undertook a pilot study of the content in literature and American history curricula. The results of this study are the topic of this paper.

## Objectives of This Paper

This paper will address four objectives:

1. To describe a pilot study of the content of the American history and literature curricula in an urban school district,

2. To present results from the District's administration of the NAEP items compared with the national results as reported in What Do Our 17-Year-Olds Know?, and results from local review of NAEP item specifications,

3. To discuss problems encountered in carrying out the study, particularly local campus resistance, and

4. To discuss directions for future study and implications for other school districts.

## Data Sources

The results reported in this paper derive from two sources: (1) the District's spring, 1988, administration to 960 high school students of the 141 U.S. history and 121 literature items used by the National Assessment of Educational Progress (NAEP) in spring, 1986, and (2) the rankings of NAEP item specifications for U.S. history and literature items by local reviewers. To honor an agreement with NAEP to maintain the security of its materials for future research, actual test items are not disclosed. District results are compared with the national results using the same, disguised item descriptors used in What Do Our 17-Year-Olds Know?. Individual responses from reviewers are also protected.

# AISD's Study

## Origin of the Study

In the fall of 1987, AISD's Superintendent broached the idea of administering the NAEP history and literature tests to some AISD students. At the time, ORE was in the process of developing its research and evaluation agenda for 1987-88. The Superintendent's interest was therefore construed as a request for an addition to the agenda, and action was taken accordingly. An evaluation plan was drawn up which placed the testing in a framework of an ongoing evaluation of the District's curricula, beginning with the content of the curriculum in U.S. history and world literature courses. The selection of these curricular areas for study was justified by reference to the controversy about instruction in American history and literature engendered by the NAEP administration and the publication of results in What Do Our 17-Year-Olds Know? Subsequent years' evaluations, to be based on the first-year study, were to be concerned with other curricular areas. This ambitious plan elicited favorable comment from the Superintendent and was adopted in November, 1987, as part of the official research and evaluation agenda for 1987-88 by AISD's Board of Trustees.

## Study Questions

Four fundamental questions served as the framework around which the study of the content in the American history and literature curricula was organized:

1. What are the important things that we should teach our children?

2. Are the important things in our curriculum?

3. Are we teaching the important things to our children?

4. Are children learning the important things?

## Evaluation Activities

Evaluation activities were planned to address each of these questions. In the order of the questions, these were:

1. To have a group of persons with a stake in instruction in the District (teachers, instructional coordinators, subject area professors from area universities, etc.) review the item specifications from the National Assessment of Educational Progress and select those of greatest importance for the students of the District;

2. To have instructional coordinators from elementary and secondary education review the Texas essential elements (mandated curriculum), the scope and sequence of textbooks, and curriculum guides for evidence that the important content is included in the District's planned curriculum;

3. To collect teachers' tests for analysis by instructional coordinators to ascertain what is being taught (on the assumption that what is being tested is being taught); and,

4. To administer those items from the National Assessment earlier identified as measuring the important content in U.S. history and literature to the District's eleventh graders so that their performance could be compared with the performance of students nationwide.

At the conclusion of the 1987-88 school year, only the first and fourth of these activities were substantially completed. A sample of teachers' tests was collected, but their content has not been analyzed. The proposed review of the District's planned curriculum has not been implemented as of this writing. To date, owing to budget cuts and other administrative priorities, there is no plan to revive or continue the study.

## History and Literature Testing

Although the student testing was originally conceived as occurring after review of the NAEP item specifications, as concerns about the testing delayed getting the study underway and other activities encroached on the evaluation timeline, it became apparent that the testing had to proceed or risk not being conducted in the 1987-88 school year. Therefore, although it was logically out of sequence with the review of item specifications, it was decided to administer all of the history and literature items to the District's eleventh graders, rather than a subset of items judged by local reviewers to be most applicable to Austin students, as

originally planned. It was determined that the review of item specifications would occur either concurrent with or after the testing.

Test Sample

It was originally proposed that the history and literature tests be given to all of the District's eleventh graders. However, input from high school principals and administrators in Secondary Education prompted a revised plan in which one half of the District's eleventh graders would take the test, while the remainder of the students took the Social Studies Test from the Tests of Achievement and Proficiency (TAP), an annual achievement test normally given to all high school students in the spring. An alternate, but not recommended, proposal had the students taking the history and literature tests in addition to the TAP.

In a meeting with secondary principals held February 10, 1988, the ground rules for the testing were finally established. The Superintendent was quite specific in his instructions to ORE:

1. The testing of eleventh graders in history and literature would be voluntary for both schools and teachers, rather than mandatory as originally proposed.

2. A sample of students would be tested, but random selection would not be a concern.

3. Testing would be an in-house exercise conducted to obtain some information for examining the District's curriculum and to promote discussion about how much content was being taught and how much students were learning.

4. The results were not to be published as an "official" ORE study, nor be released to the media.

A memo was sent on February 29, 1988, to the 10 high school principals asking them to designate a contact person with whom ORE could work out the details. Also, they were to send to ORE a detachable section of the memo documenting the number of students to be tested in history and/or literature and the date(s) of test administration. Follow-up calls were made by ORE staff to those campuses which did not submit written documentation.

Figure 1 depicts the participating schools, the number of tests administered in each subject area, and the test dates. Figure 2 tables the number and percent of tests administered in each area by the grade level, sex, age, and ethnicity of the students tested. The numbers of students taking one or the other or both tests are shown in Figure 3.

Seven of the 10 AISD high school campuses administered a total of 1,377 history and literature tests, 695 in history and 682 in literature. A total of 960 students were tested, with 4.3.4 . Most, but not all, of the students tested were eleventh graders (89.4% in history and 91.6% in literature). Most of the students tested were either 16 or 17 at the time of the testing. (Age was as of April 22, 1988, the date roughly at the midpoint of the time span covered by the testing.) Approximately equal percentages of boys and girls were tested. Almost two thirds of the students tested were White/Other. (Small percentages of Asian and Native American students were included in this category.) Approximately equal percentages of Black and Hispanic students were tested.

Figure 1. FREQUENCY COUNT OF TESTS ADMINISTERED BY SCHOOL IN THE AISD HISTORY AND LITERATURE TESTING, SPRING, 1988

| SCHOOL | TEST | NUMBER OF STUDENTS | TEST DATE(S) |
|---|---|---|---|
| Austin | History | 137 | April 11 |
| Crockett | History | 111 | April 22 |
| | Literature | 110 | April 22 |
| Johnston | History | 60 | April 5 |
| | Literature | 191 | April 11-15 |
| LBJ | History | 95 | May 12 |
| | Literature | 99 | May 12 |
| McCallum | History | 253 | May 12 |
| | Literature | 245 | May 12 |
| Reagan | History | 37 | May 11 |
| | Literature | 37 | May 11 |
| Robbins | History | 2 | April 4-8 |
| | Literature | 0 | April 4-8 |
| TOTAL | History | 695 | |
| | Literature | 682 | |
| | | 1,377 | |

Figure 2. FREQUENCY COUNTS OF HISTORY AND LITERATURE TESTS ADMINISTERED, BY GRADE, SEX, AGE, AND ETHNICITY

| | HISTORY | | LITERATURE | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| **Grade** | | | | |
| Unknown | 3 | .4% | 0 | .0% |
| 9 | 2 | .3% | 1 | .1% |
| 10 | 32 | 4.6% | 33 | 4.8% |
| 11 | 621 | 89.4% | 625 | 91.6% |
| 12 | 37 | 5.3% | 23 | 3.4% |
| | 695 | 100.0% | 682 | 100.0% |
| **Sex** | | | | |
| Male | 351 | 50.5% | 347 | 50.9% |
| Female | 344 | 49.5% | 335 | 49.1% |
| | 695 | 100.0% | 682 | 100.0% |
| **Age** | | | | |
| 14 | 1 | 0.1% | 0 | 0.0% |
| 15 | 6 | 0.9% | 5 | 0.7% |
| 16 | 249 | 35.8% | 260 | 38.1% |
| 17 | 369 | 53.1% | 370 | 54.3% |
| 18 | 61 | 8.8% | 40 | 5.9% |
| 19 | 7 | 1.0% | 6 | 0.9% |
| 20 | 2 | 0.3% | 0 | 0.0% |
| 21 | 0 | 0.0% | 1 | 0.1% |
| | 695 | 100.0% | 682 | 100.0% |
| **Ethnicity** | | | | |
| White/Other | 442 | 63.6% | 441 | 64.7% |
| Black | 129 | 18.6% | 120 | 17.6% |
| Hispanic | 124 | 17.8% | 121 | 17.7% |
| | 695 | 100.0% | 682 | 100.0% |

Figure 3. FREQUENCY COUNTS OF AISD STUDENTS TAKING THE HISTORY AND LITERATURE TESTS

| | Number | Percent |
|---|---|---|
| History Only | 278 | 29.0% |
| Literature Only | 265 | 27.6% |
| Both Tests | 417 | 43.4% |
| | 960 | 100.0% |

## Test Items

AISD used the full complement of NAEP items--262 knowledge questions, 141 in history and 121 in literature. As received from NAEP, these questions were divided up among four books in each area, labeled: H1, H2, H3, H4 and L1, L2, L3, and L4. Each student tested received from 34-36 history questions and from 30-31 literature questions, depending on which booklets the student received.

## Test Time

Total time for a student administered both the U.S. history and literature tests was approximately 40 minutes.

## Testing Procedures and Materials

During March and April, 1988, ORE staff drafted and prepared materials to be disseminated to the principal, the Building Test Coordinator (BTC), teachers, and students prior to testing. This information's purpose was threefold:

1. To obtain an agreement of security and confidentiality regarding the test items,

2. To instruct select personnel on testing procedures so as to facilitate the process, and

3. To provide basic information on the test and its objectives.

Listed below, and included as Attachments 1 through 5 are:

- Oath of Security and Confidentiality
- BTC Checklist
- Teacher Checklist
- Teacher Fact Sheet
- Student Fact Sheet

These materials were sent to the campuses along with the designated number of presorted history and/or literature booklets and answer sheets. A standard, mark-sense answer document was adapted for use as an answer sheet. Where teachers names were furnished to ORE, student answer sheets were preslugged with student identifying information from central computer files. Attachments 6 and 7 are samples of preslugged history and literature answer sheets.

## Test Processing

Student answer sheets were scanned by District personnel using the District's IBM optical scanner. Computer programs were written by an ORE programmer to score the tests based on right/wrong information supplied by NAEP.

## Test Results

Test results were produced after the last tests were administered on May 12, 1988. Each campus received schoolwide results by test area with items arranged in descending order according to the percentages of students nationwide who answered the item correctly. The number of students receiving the item, the number answering correctly, and the percentage of students answering it correctly were printed for each item. No individual or class results were created. Answer sheets returned without form numbers indicating the booklet number (e.g., H1, L2, etc.) could not be scored and were therefore excluded from the results. As a result, one school did not receive its test results.

## Representativeness of the AISD Sample

A caveat is offered before proceeding with the test results. It is not clear to what extent the students chosen by the schools to be tested were representative of AISD eleventh-grade students overall or how comparable the AISD students who were tested were to the students tested in the national assessment. As Figure 1 shows, a varying number of students were tested on each campus. One of the schools administered only the history test. One high school with 291 eleventh-grade students only administered the tests to about one class. Other high schools tested most of their eleventh graders, e.g., McCallum High School. Three high schools, with a total of 1,098 eleventh graders, did not participate in the testing, however.

Figure 2 indicates that not all of the students tested were eleventh graders, nor were all of the students 17 years old. As Figure 3 portrays, some students took only one of the tests, while other students took both tests.

In terms of their demographic characteristics, the AISD students who were tested (mostly eleventh graders) were similar to AISD eleventh graders at the time of the testing. There were approximately equal percentages of males and females in both the test sample and the general population. Most of the students tested (90.7%) and most of the AISD eleventh graders (84.8%) were 16 or 17 years old. There were slightly greater percentages of White/Other students (+6.8%) and slightly fewer Hispanic students (-5.2%) in the test sample than in the population of eleventh graders overall.

In comparison with the national sample, some AISD students were older and some younger than the 17-year-olds tested nationally. Some AISD students were in lower grades than grade 11, and some were in grade 12. Distribution by gender was about the same. See Figure 2. However, AISD tested a smaller percentage of White/Other students than was tested nationally, 64.1 to 82.2, and a larger percentage both of

Black and Hispanic students--18.1% versus 12.9% and 17.8% versus 5.9%, respectively. If lower achievement is associated with the presence of minority test takers, then other things being equal, the greater representation of minority students in AISD's sample than in the national sample would argue that the performance of AISD students should be worse than that nationally. This was not the case as will be discussed in the next section.

While it is not possible to say with any certainty that the AISD students tested were representative of eleventh graders as a whole, the test sample did not appear to be greatly different from the general population of AISD eleventh graders, at least in terms of demographic characteristics. The nonparticipating high schools did not have materially different student bodies than the participating schools, nor, despite the researchers' fears, were there any indications that local campus personnel selected solely honors students or the like to be tested. Therefore, it may be reasonable to assume that the AISD students tested, while not randomly selected, may have been fairly representative of AISD eleventh graders.

Comparability with the national sample is less clear. The demographic comparison with the national sample has already been discussed. Special education students were probably excluded in the AISD administration, but NAEP guidelines afforded ample opportunity for schools to exclude special education students from the national administration. In the future, if resources become available, it will be possible to examine the AISD sample to determine if it is representative and comparable to the national sample.

With these cautions and qualifications expressed, it may nonetheless be instructive to form some impressions of the results.

## What AISD Students Know

### Comparison of AISD and National Results

AISD's results are presented in Attachment 8. Attachment 8 is a rank-order listing by test area of AISD results arranged in descending order according to the percentages of students nationwide who answered the item correctly. The national results are reproduced in Attachment 9.

### AISD Percent Correct and National Percent Correct

There are many ways in which the results could be analyzed. One way is by comparing the AISD's percentage correct on each item with the percentage correct obtained by students nationally. For comparison purposes, we adopt as a standard the scale used by Ravitch and Finn in which a score

of 100 is "perfect," scores between 80 and 100 are treated as if they were A's and B's, scores between 60 and 80 as C's and D's, and below 60 is taken as a failing mark.

History. On their scale, Ravitch and Finn found among students nationwide that 15 questions were answered correctly by 80% or more of the students, an additional 45 questions were answered correctly by from 60% to 80% of the students, and 81 questions were answered correctly by fewer than 60% of the students. This means that 60 of 141 questions (42.6%) were "passed" (answered correctly by at least 60% of the students), while 81 questions (57.4%) were "failed."

By comparison, in AISD, 29 questions were answered correctly by 80% or more of the students, 57 additional questions were answered correctly by from 60% to 80% of the students, and 55 questions were answered correctly by fewer than 60% of the students. In other words, 86 of 141 questions (61.0%) were "passed," while 55 questions (39.0%) were "failed."

On what kinds of history questions did AISD students do best and worst? A great deal of attention was paid to the inability of most students to place the Civil War in the correct half-century. In the national sample, only 32.2% of the students could do so correctly; in AISD, only a slightly greater 40.1% answered the question correctly. The lowest score dealing with chronology obtained by the students tested nationally in 1986 involved placing Abraham Lincoln's presidential term in its proper twenty-year period (1860 to 1880). Only 24.7% of the students tested nationally made the correct placement; even fewer AISD students (20.2%) could do so two years later in 1988.

In the knowledge area of maps and geography, 92.1% of the students in the national sample could identify the Soviet Union on a map of Europe; 96.5% of AISD students could do so (the highest percentage correct for any history question). On questions relating to the U.S. Constitution and its antecedents, 30.6% of the students in the national sample correctly identified the Magna Carta, while 33.5% of AISD students did so. Regarding women in history, 83.8% of students nationwide knew that Harriet Tubman helped slaves escape; a similar 86.6% of AISD students knew of her role. On questions dealing with more recent events, Sputnik was recognized by 62.7% of the students in the national sample and by 77.3% of the AISD students tested. Only 53.9% of students nationally could correctly depict the American role in Korea, compared with 66.5% of AISD students. In the area of civil rights, only 55.5% of students nationally accurately described the Brown decision. An "adequate" (to use Ravitch's and Finn's term) 74.1% of AISD students recognized its significance.

Literature. On the literature assessment, nationally, 14 of the 121 questions were answered correctly by 80% or more of the students, 37 more questions were answered correctly by from 60% to 80% of the students, and 70 questions were answered correctly by fewer than 60% of the students. Using the same scale as for history, this means that 51 of 121 questions (42.1%) were "passed" (answered correctly by at least 60% of the students), while 70 questions (57.9%) were "failed."

By comparison, in AISD, 22 questions were answered correctly by 80% or more of the students, 45 additional questions were answered correctly by from 60% to 80% of the students, and 54 questions were answered correctly by fewer than 60% of the students. In other words, 67 of 121 questions (55.4%) were "passed," while 54 questions (44.6%) were "failed."

Comparing individual items, among students nationwide, less than 20 percent could associate each of these authors with their most prominent works: de Tocqueville (15.5%), Joyce (15.6%), Dostoevsky (17.0%), Ellison (18.3%), and Conrad (19.3%). Recognition among AISD students of the same authors and their works was 26.4%, 17.9%, 30.9%, 30.9%, and 26.1%, respectively. Nationally, 57.0% of the students knew that Shakespeare wrote sonnets as well as plays; 76.5% of AISD students knew this fact.

Among questions related to the Bible, 61.0% of students in the national sample and 60.4% of AISD eleventh graders knew that King Solomon was renowned for his wisdom. On questions about Greek mythology, 45.4% of students nationwide correctly attributed the start of the Trojan War to the abduction of Helen; 54.5% of AISD students identified the cause of the war. On questions related to epic literature, only 36.1% of the 17-year-olds in the national sample identified Geoffrey Chaucer as the author of The Canterbury Tales. A still-unacceptable 45.8% of AISD students identified the author.

On items concerning well-known passages and quotations, 88.1% of students in the nation recognized Martin Luther King, Jr.'s "I have a dream," the fourth highest score on the entire literature assessment. The passage elicited the highest percent correct score among AISD students (95.0%) of all 121 literature items.

The items answered by the smallest percentages of students nationwide and in AISD concerned Blake's image of a tiger in his famous poem and the theme of Bunyan's Pilgrim's Progress. Nationally, only 13.6% of the students answered the Blake item correctly, compared with 13.2% of AISD students. Only 13.4% of students nationwide and an equally poor 13.5% in AISD knew what Bunyan's novel was about.

## Performance at the Top and Bottom Quarters

Another approach for comparing AISD to the nation is to compare the performance of AISD high schools to the national sample on the items in the top and bottom quarters based on national performance. In history, this would include 35 items at the top and another 35 at the bottom (of 141 items). In literature,this would include 30 items at the top and 30 at the bottom (of 121 items).

History. In the top quarter, AISD's performance exceeded that of the nation on 20 of 35 items (57%), and on 29 of 35 items in the bottom quarter (83%).

- One item in the top quarter on which the percent correct for all AISD schools exceeded the percent for the nation was "U.S. dropped first atomic bomb on Japan in World War II" (item ranked 16 of 141 nationally).

- On the items in the bottom quarter, all AISD schools tested exceeded the percent correct for the national on five items:

  --"Union membership grew in the 1930s because of new laws" (item ranked 113 of 141 nationally)

  --"Restrictions on immigration were not part of New Deal" (item ranked 115 of 141 nationally)

  --"Upton Sinclair, Lincoln Steffens, Ida Tarbell known as muckrakers" (item ranked 120 of 141)

  --"Lyndon Johnson's term included Medicare and Voting Rights Act" (item ranked 137 of 141)

  --"'Progressive movement' reforms before World War I" (item ranked 139 of 141)

- On no History item in the top or bottom quarter did the percent correct for the nation exceed the percent correct for every one of the AISD high schools tested.

Literature. In the top quarter, AISD's performance exceeded that of the nation on 23 of 30 items (77%), and on 26 of 30 items in the bottom quarter (87%).

- On the items in the top quarter, all AISD schools tested exceeded the percent correct for the nation on five items:

--"Martin Luther King, Jr.: 'I have a dream...'" (item ranked 4 of 151 nationally)

--"Adventures of Huckleberry Finn is about orphan boy and runaway slave" (item ranked 14 of 121)

--"'Friends, Romans, countrymen...' is from Julius Caesar" (item ranked 20 of 121)

--"Novel that helped the antislavery movement was Uncle Tom's Cabin" (item ranked 24 of 121)

--"Lucifer is another name for Satan" (item ranked 27 of 121)

- On the items in the bottom quarter, all AISD schools tested exceeded the percent correct for the nation on six items:

--"Langston Hughes was poet of Harlem Renaissance who wrote 'Hold fast to dreams,' etc." (item ranked 27 of 121 nationally)

--"Geoffrey Chaucer wrote The Canterbury Tales" (item ranked 97 of 121)

--Lord of the Flies is a novel about children stranded on island who try and fail to lead civilized life" (item ranked 100 of 121)

--"Dante's Divine Comedy is about journey through Hell, Purgatory, Heaven" (item ranked 104 of 120)

--"Joseph Conrad wrote The Heart of Darkness, Lord Jim, and The Secret Sharer" (item ranked 114 of 120)

--"Ralph Ellison's Invisible Man is about young man who grows up in South, moves to Harlem" (item ranked 115 of 120)

- On no Literature item in the top or bottom quarter did the percent correct for the nation exceed the percent correct for every one of the AISD high schools tested.

These descriptive analyses suggest that the sample of AISD eleventh graders tested performed better in both history and literature than students in the national sample. Greater percentages of AISD students answered the items answered most frequently by students nationwide, and greater percentages of AISD students answered the items answered least frequently by students in the national sample.

## Tests of Significance Between Groups

Using the Statistical Analysis System (SAS) on AISD's IBM mainframe, a one-way analysis of variance (ANOVA) was performed to compare the two groups, AISD and the nation, in terms of the students' mean passing rates on each of the items on the history test. The analysis was repeated for the mean passing rates on each of the items on the literature test. The results are shown in Figures 4 and 5. Figure 6 presents the mean passing rates across items, i.e., the overall average of the percent correct for each item, in history and literature for AISD and the nation.

The results showed significant differences between the groups in both test areas, history and literature.

To determine whether there was a significant difference between paired items, a paired-comparison $t$ test was performed. The mean difference between AISD and the nation in history was 6.6014, with a standard error of the mean of 0.7418. This difference was significant ($t = 8.90$, $df = 140$, $p < .0001$). In literature, the mean difference between AISD and the nation was 6.3463, with a standard error of the mean of 0.7424. This difference was also significant ($t = 8.55$, $df = 120$, $p < .0001$).

## Summary

Although problems with representativeness of the AISD sample and with the comparability of the AISD and national samples place limitations on the confidence of the assertion, both descriptive and inferential analyses suggest that the AISD test takers outperformed the 17-year-olds tested nationally. While this is of local interest to AISD administrators, it may also serve as some encouragement to educators in other school districts who when hearing and reading about the national results may have thought as we did, "It can't be that bad. I wonder how our students would do on the tests. I'd bet they'd do better." Ours apparently did, although with a 63% passing rate in history and a 60% passing rate in literature (just above the failure boundary on Ravitch and Finn's scale), there is clearly room for improvement.

Figure 4. ANOVA SUMMARY TABLE FOR COMPARING THE PERCENT CORRECT SCORES ON THE HISTORY TEST BY AISD AND THE NATION

| SOURCE | df | SUM OF SQUARES | MEAN SQUARE | F VALUE |
|---|---|---|---|---|
| Groups | 1 | 3072.30014184 | 3072.30014184 | 9.50* |
| Error | 280 | 90540.35900710 | 323.35842503 | |
| Total | 281 | 93612.65914894 | | |

* p < .0023

Figure 5. ANOVA SUMMARY TABLE FOR COMPARING THE PERCENT CORRECT SCORES ON THE LITERATURE TEST BY AISD AND THE NATION

| SOURCE | df | SUM OF SQUARES | MEAN SQUARE | F VALUE |
|---|---|---|---|---|
| Groups | 1 | 2436.65458678 | 2436.65458678 | 5.99* |
| Error | 240 | 97669.05024794 | 406.95437603 | |
| Total | 241 | 100105.70483472 | | |

* p < .0151

Figure 6. MEAN PASSING RATES ACROSS ALL ITEMS ON THE HISTORY AND LITERATURE TESTS

| Test | Group | N* | Mean | Std Dev |
|---|---|---|---|---|
| History | AISD | 141 | 62.9603 | 17.7805 |
| History | Nation | 141 | 56.3589 | 18.1817 |
| Literature | AISD | 121 | 60.4240 | 19.9321 |
| Literature | Nation | 121 | 54.0777 | 20.4113 |

* N = The number of items

## Review of the NAEP Item Specifications

As previously stated, the results reported in this paper derive from two sources. This section will focus on the rankings of the NAEP item specifications by local reviewers. The item specifications, representing the domain of content covered by the National Assessment, were chosen for review because much of the controversy about instruction in American history and literature arose in consequence of the national study and the subsequent publication of the results in What Do Our 17-Year-Olds Know?.

As originally envisioned in the operational plan for AISD's study, the review activity was intended to answer the question, "What are the important things which we should teach our children?", the key question on which answers to the other questions depended. Accordingly, it was hoped at first to assemble "persons with a stake in instruction in AISD" to review the item specifications from NAEP before proceeding to the other activities planned. However, activities surrounding the proposed testing of AISD eleventh graders with the NAEP history and literature items assumed such prominence that the reviewers were not selected until late in the 1987-88 school year.

### Selection of Reviewers

Two groups of reviewers, one for U.S. history and one for literature, were selected. The reviewers represented teachers, AISD instructional coordinators, and subject area professors from Austin colleges and universities. Forty persons, 20 in each area (U.S. history and literature), were selected to be reviewers. Teacher nominees were solicited within AISD from the secondary instructional coordinators for English and social studies. Nominees among the instructional coordinators were solicited from elementary and secondary administrators. Lists of subject area professors from The University of Texas at Austin, St. Edwards University, Huston-Tillotson College, and Concordia College were drawn up, and selections were made from the lists.

Care was taken in selecting the reviewers to include both men and women and individuals of different ethnicities. Of the 20 reviewers selected for the history item specifications, 11 were men and nine were women; 11 were Anglo, five were Black, and four Hispanic. The 20 reviewers of the literature item specifications were nine men and 11 women, 13 of whom were Anglo, four Black, and three Hispanic.

### The Reviewers' Task

Reviewers were sent the NAEP item specifications either for U.S. history or literature and were asked to rate each specification as to its importance for AISD students.

Accompanying the specifications and the rating form was a letter from the Superintendent enlisting their help. Information about the study and the purpose of the review was also sent to each reviewer. The cover letter, general information and the item specifications are Attachments 10, 11, 12, and 13, respectively.

Ten reviewers of the history item specifications and 10 reviewers of the literature specifications responded. Additional efforts were planned in the latter part of summer, 1988, and at the beginning of the 1988-89 school year to persuade the remaining reviewers to submit their ratings. However, budget cuts and a rearrangement of evaluation priorities precluded any follow-up.

Data were tabulated and analyzed using the Statistical Analysis System (SAS) on AISD's IBM mainframe computer. Frequencies of ratings and mean and median ratings were calculated for each objective and subobjective in each curriculum area (see Attachments 12 and 13). Ratings were also calculated by sex and ethnicity.

## Results of the Item Specifications Review

Literature. The literature item specifications contained four objectives: Novels, Short Stories and Plays, Myths, Epics, and Biblical Characters and Stories, Poetry, and Nonfiction. (See Attachment 13.) On the 1 to 5 scale, reviewers rated each objective and subobjective between 1 ("essential") and 2 ("important").

Fifty-nine percent of the ratings given were "essential," 31 percent were "important," and five percent were "somewhat important." Only one percent of the ratings were "unimportant" (on the Nonfiction objective). Hispanic and Black reviewers were not as disposed to assign "essential" ratings as were Anglo reviewers; instead, their mean and median ratings favored the "important" and "somewhat important" range. Areas rated "somewhat important" included: Short Stories, Myths, Heroes, and Legends, and Epics. Female reviewers tended to award more favorable ratings than did male reviewers. Their lowest mean and median rating of "important" was for Biblical characters and stories. One of the AISD coordinators felt that Biblical Characters and Stories should be covered by religious institutions. According to this individual, "Teachers are not trained to teach Bible stories in public school settings." Another important issue raised by a reviewer was the need to teach literature to increase the understanding of differences, not just universal characters, plots, and themes. This reviewer felt some emphasis should be given to "the voices of men, women, [and] minorities in addition to the so-called classics."

History. History items were grouped under six objectives: Exploration and Colonization: up to 1763, The Revolutionary War and the New Republic: 1763-1815, Nationhood, Sectionalism, and the Civil War: 1815-1877, The Civil War, Territorial Expansion, the Rise of Modern America, and WWI: 1877-1920, The Great Depression, the New Deal, and WWII: 1920-1945, and Post-WWII: 1945 to Present. Numerous subobjectives were grouped under the objectives. (See Attachment 12.)

Much like their literature reviewer counterparts, all of the mean and median ratings from history reviewers were between 1 and 2, "essential" and "important." One university professor stated, "I find it hard to rate any of these listed objectives less than 'essential'". Objectives and subobjectives receiving 3 ratings ("somewhat important") included:

V. The Great Depression

D. WWII
4. The United Nations (e.g., purpose)

VI. Post WWII: 1945-Present

E. The 1970's
3. Watergate, resignation of President Nixon, succession of President Ford.

Other areas perceived to be important by the reviewers that they felt were omitted were:

- The life of the first Americans prior to the coming of the Europeans (Professor, UT Austin)
- U.S. involvement in the Middle East and Latin America (Teacher)
- The Hispanic theme in American history (Professor, St. Edwards University).

From a total of 650 responses, 65% and 28%, respectively, were perceived as "essential" and "important". Only 6% of the specifications merited a rating of 3 ("somewhat important"). Females tended to rank more objectives as "essential" (77%) than males (57%). Anglos, who comprised the majority of reviewers, and an Hispanic targeted their ratings in the "essential" or "important" range. The sole Black reviewer was more likely to assign ratings of 2 ("important") and 3 ("somewhat important") than 1 ("essential").

## Problems in Carrying Out the Study

### Problems with the Test Administration

Although overall the testing went smoothly, there were a couple of problems that inconvenienced school personnel. Some received materials later than school personnel wanted, and some schools received answer sheets sorted differently than expected (despite advance communication from ORE concerning schools' preferences). The worst error was an oversight on the part of ORE staff. The answer sheet which was supplied to schools contained a maximum of five response bubbles. Several items, as it turned out, had six response choices. The difficulty was addressed by providing instructions to schools in marking an unused portion of the answer sheet if the sixth response choice was taken (Attachment 14). The ORE programmer rewrote the scoring programs to accommodate the marking change.

Two other problems are worth noting. The first concerned test security. In materials returned to ORE from one school, one test booklet was not initially accounted for. This missing booklet was extremely problematic in view of the nondisclosure agreement with NAEP. After an exchange of telephone calls and a memo to the principal, the missing booklet was discovered to have been returned improperly. The end result was that all test booklets were accounted for.

The second problem arose from schools not following directions with respect to ensuring that students filled in the test form (see Attachment ). Several dozen answer sheets were returned to ORE with the test form left blank. In some instances, ORE staff were able to ascertain which form should have been marked; e.g., L2 had 31 items, while L1, L3, and L4 had 30, and H3 and H4 had 35 and 34 items, respectively, while H1 and H2 had 36 items. However, it was not possible to determine which form had been taken by a student in all cases, and as a result, some answer sheets could not be scored. As mentioned previously, nearly all of one school's answer sheets lacked the form number, so the school did not receive summary results.

These problems notwithstanding, the participating campuses were generally cooperative, communication between ORE and the schools was open and continuous, and the testing appeared to have been well executed.

### Resistance to the Study

A study such as this one, which takes for its point of departure a nationally publicized, politically charged issue (how much high school juniors know about U.S. history and world literature, and what to do about it) is bound to encounter difficulties simply because of the emotions roused

by the issue. While reactions ran the usual gamut for new studies from "Why are we doing this? This is a stupid idea," to "Testing is fine, but let us choose the students," to "This is an interesting study--I'm curious to find out how it will turn out," this study seemed to encounter more than normal resistance, particularly on the part of local campus personnel.

Although no one challenged the importance of examining the content of the history and literature curricula, there may have been resistance grounded in genuine philosophical differences with the values implicit in the design of the study. Most of the resistance to the study, however, was procedural, i.e., concerned with what was to be done and when. Several rounds of meetings, memos, and phone calls were devoted to questions about which students were to be tested, how much testing time they should be allowed, when and where the testing should take place, what materials would be provided, and who would coordinate the testing. Some of the changes the plans underwent have already been mentioned. Attachments 2 and 3 detail what was finally decided.

Another kind of resistance had at its root a concern that individual school principals and the District as a whole might be embarrassed by the results. Principals evidently saw the testing as a kind of accountability exercise and were wary of the outcomes. The Superintendent was particularly chary of the results potentially becoming another source of negative publicity in the local media, especially in the local newspaper which had adopted something of an adversarial stance with respect to governmental entities in Austin.

Of course, and with some justification, there was objection to any increase in testing from campus administrators and faculty. However, since the testing was originally the Superintendent's idea, the schools' cooperation was expected. In this expectation ORE staff were disappointed, because ultimately, at a principals' meeting at which objections to the testing were voiced, the Superintendent directed that the testing be entirely voluntary. (Curiously, in all of the discussions, other than ORE staff, no one paid much attention to what students might think about the testing and what information they should receive before and after the testing.)

## Implications

This study of the content in the curriculum has a number of implications for AISD and for any other school district which might decide to undertake a similar study.

1. <u>Before embarking on a study with strong political overtones, it is imperative that the "front-end" work be completed</u>.

Questions like the following must be thoroughly explored with all of the study's participants:

- What is the purpose of the study?
- Who is requesting that it be conducted and why?
- What resources will be required for the study?
- What will be given up in order to do the study?
- How will the results of the study be used?
- What will the impact on the curriculum be?

These are basic questions, and as experienced research and evaluation staff, we formulated answers which satisfied us, but, in retrospect, the persistent challenges to the study's activities may be seen as indicating that these questions were never entirely resolved for the study's participants on the campuses, despite numerous discussions and written communications.

It is possible that had greater efforts been made to examine these questions in the early going that some resistance to the study would have been dissipated, but it seems to us that the continuing resistance was less a failure of communication on the part of ORE staff than a failure of upper-level administration to support the study beyond its inception.

2. <u>It is necessary that the researchers have the necessary authority and support from the highest administrative levels in the district to carry out a comprehensive study</u>, like this one of curricula or any other.

When the ideas which eventually became the content in the curriculum study first surfaced, there were a number of discussions with the Superintendent and other of the District's top administrators about the study. A comprehensive study design which required the cooperation and assistance of personnel in the instructional departments was cooperatively fashioned, and, as previously mentioned, favorably received by the Superintendent and adopted by the Board of Trustees.

However, after fleshing out the study concept and seeing it underway, the Superintendent and administrators did not, in the end, support the study as originally conceived. Cooperation from administrators in Elementary and Secondary Education was perfunctory, and when high school principals voiced objections to the testing, the Superintendent weighed their objections against the integrity of the design and chose to satisfy the principals.

This was a bitter experience for District researchers. Although it was certainly his prerogative to change his mind, the originator of the study idea, the Superintendent, did not exercise the authority necessary to ensure that a random sample yielding defensibly comparable results would be

selected. Instead, in our judgment, the Superintendent was willing to settle for an unknown sample, whose results might be indicative but hardly definitive.

The consequences of this lack of support for the study were several. First, there were opportunity costs. To add the study to the research and evaluation agenda, it was determined that another evaluation would either have to be dropped or reduced. Hence, another evaluation, which was to have been the culmination of a three-year study, was restructured, and certain long-standing questions were left unexamined. Second, the credibility of research and evaluation staff was damaged, and working relationships with campus staff were strained. In short, when administrative support for the study was not forthcoming, the study was drastically impacted and the researchers were in effect "left holding the bag."

In the final analysis, ORE would have done better to have developed a minimum plan to implement the Superintendent's request, rather than have been stuck with an ambitious plan that proved to be beyond the interest and commitment of even the administrators who helped design it.

3. Researchers and administrators are different, and not every study can be completed.

We say this somewhat tongue in cheek, but it is well for researchers occasionally to remember and reflect on the differences between themselves and school administrators. We as researchers customarily view the world as a place where rational decisions can be made based on properly obtained, valid data. Administrators are accustomed to relying on their intuition fed by information from a variety of sources. Researchers are accustomed to explore questions in a methodical, step-by-step fashion through to some resolution. Administrators are readier to take a hopscotch approach, changing the focus of inquiry as circumstances seem to dictate. When an administrator expresses an information need, it is incumbent on the researcher to respond to the request in the context which gave rise to it, and, further, not to be surprised if the need changes.

In AISD, the environment in which the content in the curriculum study was engendered changed. When faced with continuing objections to the testing, the Superintendent decided that the testing did not have to be done as specified in the evaluation design. Administrative priorities in Secondary Education changed and anticipated assistance did not become available. In short, the initial commitment to the study as originally conceived changed. Unfortunately, this change resulted in data of unknown validity and an unfinished study.

If this line of inquiry into what students know or do not know about history and literature (or any other curricular area), and what they should know, (i.e., be taught), is to be productive, future research will need to be more orderly than that attempted in AISD. Judging by the reaction of local reviewers of the NAEP item specifications, there is a great deal of interest among educators in curriculum content. There is likely as keen an interest among the general public. As was intended in AISD's original study design, this is the logical place to start. Testing, while extremely important, should then and only then take place. Obviously, unlike what eventuated in AISD, students should be randomly selected. Finally, there should be a plan for how to present the results, within the district and to the media, and for how the results would be used to improve the teaching and learning situation for the students in the district. Under these conditions, a study such as that attempted in AISD could prove truly useful in curriculum reform, and not merely jumping on a fashionable bandwagon.

## OATH OF SECURITY AND CONFIDENTIALITY

I, _____, do solemnly swear, or affirm,
(Print full name of principal)
that upon receipt of the assessment materials listed below, I hereby agree that I will not disclose, nor make available to any persons other than those directly connected with the assessment, any part of the assessment materials. These materials are confidential. This oath or affirmation is intended by me to extend to all activities conducted as a part of the administration of the test.

I hereby certify that I have maintained all the security provisions of the assessment. I have neither retained a copy of the test, reproduced a copy of the test or any test item(s), nor divulged to another individual the content of the test or the content or correct answer of any test item.

I certify that I have read this oath or affirmation and that I fully and completely understand the contents. I acknowledge that failure to abide by this, my oath or affirmation, will make me subject to professional sanctions and penalties as can be imposed by law and District policy.

As a testament of this oath I affix my signature below.

Executed this _____ day of _____, 19____.

_____
(Signature of Principal)

_____
(Campus Name)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

**ASSESSMENT OF 11TH GRADERS IN HISTORY AND/OR LITERATURE**

Spring, 1988

Building Test Coordinator Checklist

BTC Name:_____

You should have the following materials from ORE:

- Presorted test booklets (History and/or Literature)
- Answer sheets (preslugged, if requested)
- Fact Sheets for teachers and students (one for each)
- Teacher Checklists (one for you, one for each teacher)
- Oath of Security and Confidentiality (Principal)
- History/Literature Booklets Inventory

You should have the number of answer sheets and booklets you requested plus 10% extra.

Test booklets have been presorted in the order of H1, H2, H3, H4, or L1, L2, L3, and L4, respectively, so that forms will be distributed to students in an approximately equal number. Please note that the "17" preceding the form number has no significance for this testing and should be ignored.

Note that if your school is administering both tests, there will be separate booklets and answer sheets for History and for Literature.

If you do not have the correct amount of materials, or if you need additional materials, please call Letticia Galindo at ORE (458-1227).

NOTE: DO NOT LET STUDENTS DELIVER OR PICK UP TEST MATERIALS!

## Prior to Testing

Read the Building Test Coordinator Checklist and the Teacher Checklist.

Record the exact quantities and sequence numbers of test booklets to be given to each teacher on the History/ Literature Booklets Inventory. Do not distribute booklets to teachers until the day of the testing.

Distribute to teachers the Teacher Checklists and Teacher and Student Fact Sheets. Have teachers read these materials and

see you if they have any questions.

Convey to the principal the Oath of Security and Confidentiality for the principal's signature. The oath requires the principal to attest that strict test security has been maintained and that no reproduction of test booklets has occurred. It is important that test items remain confidential so that their utility for research purposes is not compromised.

If your school received preslugged answer sheets, teachers will need to check for correctly coded:

- School name and number
- Student name and number
- Teacher name and number

(IF PRESLUGGED INFORMATION IS INCORRECT, DO NOT ATTEMPT TO CHANGE IT. AT THE TOP OF THE ANSWER SHEET, NOTE WHICH INFORMATION IS INCORRECT AND SUPPLY THE CORRECT INFORMATION. ORE WILL CORRECT THE ANSWER SHEET LATER).

If your school did not request preslugged answer sheets, answer sheets will have only school name and number and the type of answer sheet (History or Literature) preslugged. On these answer sheets, students will need to complete student name, student number, and grade.

On all answer sheets, students will need to mark the form of the booklet they receive in row number 172. See Directions for Completing the Student Answer Sheet.

Direct teachers to remove or cover any bulletin board displays or other displays of information that could aid students during testing.

Direct teachers to tell students to bring at least two #2 pencils for the test. Teachers need to maintain extra pencils on hand as well.

Direct teachers to have a watch or clock with a second hand.

## Test Day Procedures

Distribute to teachers test booklets and answer sheets. Teachers must initial on the History/Literature Booklets Inventory that they received the booklets specified.

Have teachers pass out test booklets, answer sheets, and Fact Sheets.

Have teachers record starting and ending times of testing on the Teacher Checklist.

The teacher or a proctor should be present in the room during testing.

Suggest to teachers/proctors that they move quietly around the room to make sure students are marking their answers properly on the answer sheet.

Stress that students must not write in their test booklets.

Have teachers tell those students who finish early to check quietly over their work.

## After Testing

Have teachers instruct students that after the test, materials are to be arranged in two stacks:

(1) Test booklets
(2) Answer sheets

Instruct teachers that prior to turning materials in to you, they need to do the following:

- Count test booklets
- Check sequence numbers
- Record comments on Teacher Checklist (optional)

Make sure that all materials (including the Oath and Teacher Checklist) are arranged in good order prior to returning to ORE.

**PLEASE NOTE: TESTS WILL NOT BE SCORED UNTIL THE OATH OF SECURITY AND CONFIDENTIALITY IS SIGNED BY THE PRINCIPAL AND RETURNED TO ORE.**

Mail or deliver materials to ORE.

If you have any questions, please contact Letticia Galindo or David Wilkinson at ORE (458-1227).

## HISTORY/LITERATURE BOOKLETS INVENTORY

TO THE BUILDING TEST COORDINATOR

On the day before the test, record the exact quantities and sequence numbers of test booklets given to each teacher. TEACHERS MUST INITIAL THAT THEY HAVE RECEIVED THE MATERIALS SPECIFIED.

| TEST BOOKLETS | NUMBER OF BOOKLETS | SEQUENCE NUMBERS | TEACHER | TEACHER INITIALS |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

**ASSESSMENT OF 11TH GRADERS IN HISTORY AND/OR LITERATURE**

Spring, 1988

Teacher Checklist

Teacher Name:_____

The Building Test Coordinator should provide you with the following materials:

* Teacher Checklist, with Directions for Completing the Student Answer Sheet
* Presorted test booklets (History and/or Literature)
* Answer sheets (preslugged, if school requested)
* Fact Sheets for you and students (one for each)

Test booklets have been presorted in the order of H1, H2, H3, H4, or L1, L2, L3, and L4, respectively, so that forms will be distributed to students in an approximately equal number. Please note that the "17" preceding the form number has no significance for this testing and should be ignored.

If you are administering both tests, there will be separate booklets and answer sheets for History and Literature.

NOTE: DO NOT LET STUDENTS DELIVER OR PICK UP TEST MATERIALS!

**Prior to Testing**

Receive from Building Test Coordinator the Teacher Checklist and Fact Sheets. Read these materials and see the Building Test Coordinator if you have any questions.

If you received preslugged answer sheets, please check for correctly coded:

- o School name and number
- o Student name and number
- o Teacher name and number

(IF PRESLUGGED INFORMATION IS INCORRECT, DO NOT ATTEMPT TO CHANGE IT. AT THE TOP OF THE ANSWER SHEET, NOTE WHICH INFORMATION IS INCORRECT AND SUPPLY THE CORRECT INFORMATION. ORE WILL CORRECT THE ANSWER SHEET LATER.)

If you did not receive preslugged answer sheets, students will need to complete the following prior to the test:

- Student name and number
- Grade

On all answer sheets, students will need to mark the form or the booklet they receive in row number 172. See Directions for Completing the Student Answer Sheet.

Remove or cover bulletin board displays or other displays of information that would aid students during testing.

Tell students to bring at least two #2 pencils for the test. Make sure to maintain extra pencils on hand.

Obtain a watch or clock with a second hand.

## Test Day Procedures

Receive from Building Test Coordinator test booklets and answer sheets. On the History/Literature Booklets Inventory, you must initial that you have received the booklets specified.

**Under no circumstances are you to reproduce any test booklet or disclose the content of any test item. It is important that test items remain confidential so that their utility for research purposes is not compromised.**

Pass out test booklets, answer sheets, and Fact Sheets. TEST BOOKLETS ARE ALREADY PRESORTED AND SHOULD BE GIVEN TO STUDENTS IN THIS ORDER: H1, H2, H3, H4, then H1 again, H2, etc. The same sequence should be followed for Literature.

Give students an opportunity to read the Fact Sheet. Please inform them that they can keep these (you can keep yours as well).

Briefly describe for students the testing procedures and after-test procedures. Lead students through the directions for marking test form and checking preslugged information, as apprpriate. See Directions for Completing the Student Answer Sheet.

Stress that students must not write in their test booklets.

Do not assist students inappropriately during the test.

Tell students to erase unwanted answers thoroughly.

If students finish early, instruct them to check quietly over their work.

**RECORD STARTING AND ENDING TIMES OF TEST**

| **STARTING** | **ENDING** |
|---|---|
| _____ | _____ |

Someone should be present in the room during testing.

Move quietly around the room to observe whether students are marking their answers properly on the answer sheet.

**After Testing**

Once testing is completed, tell students to arrange materials in two stacks: (1) test booklets and (2) answer sheets.

If you are testing in both History and Literature, please collect and stack test booklets and answer sheets from one subject area before passing out booklets and answer sheets for the other test.

Count test booklets: History _____ Literature_____

Check sequence numbers, if necessary:

H1_____ H2_____ H3_____ H4_____

L1_____ L2_____ L3_____ L4_____

Please feel free to use the back of this checklist to document any observations you made about the testing process which you think ORE should know.

Turn in all materials (except Fact Sheets) to Building Test Coordinator.

**Directions for Completing the Student Answer Sheet**

TO THE TEACHER

Please note that if your school requested preslugged answer sheets, they should contain the following information:

* School name and number
* Grade
* Teacher name and number
* Student name and number
* Form (History or Literature)

If your school did not request preslugged answer sheets, they will only contain the following information:

* School name and number
* Form (History or Literature)

A sample answer sheet with the different sections designated has been provided as a guide.

On all answer sheets, students will need to mark the form of the booklet they receive (see below).

Once students receive their answer sheets and test booklets, read the following aloud to the students:

TO THE STUDENT

PLEASE NOTE THE SECTION OF YOUR ANSWER SHEET CONTAINING ROW NUMBERS 171-172. These correspond to the test and booklet you received. If you received a History booklet, this is indicated by an "A" in 171; a "B" if it is a Literature booklet. There are a total of 8 booklets (4 History and 4 Literature) which are designated H1, H2, H3, H4 and L1, L2, L3, and L4, respectively.

In row number 172:

Mark "A" if you received Booklet H1 or L1.
Mark "B" if you received Booklet H2 or L2.
Mark "C" if you received Booklet H3 or L3.
Mark "D" if you received Booklet H4 or L4.

It is essential for scoring purposes that the wrong test key not be mistakenly used because booklets were not marked properly. In addition, this information serves to help ORE keep track of booklets and answer sheets for all students tested.

IF YOU ARE TAKING THE **HISTORY** ASSESSMENT, BEGIN MARKING YOUR ANSWER SHEET WITH **# 13.**

IF YOU ARE TAKING THE **LITERATURE** ASSESSMENT, BEGIN MARKING YOUR ANSWER SHEET WITH **# 19.**

## Directions for Completing the Student Answer Sheet

TO THE TEACHER

**STUDENTS ARE TO SKIP THE FOLLOWING QUESTIONS ACCORDING TO BOOKLET AND FORM NUMBER:**

| | |
|---|---|
| H1---------- | 1-12, 49-61 |
| H2---------- | 1-12, 49-61 |
| H3---------- | 1-12, 48-60 |
| H4---------- | 1-12, 47-59 |
| L1---------- | 1-18, 49-72 |
| L2---------- | 1-18, 50-73 |
| L3---------- | 1-18, 49-72 |
| L4---------- | 1-18, 49-72 |

Please check to see that students have marked the correct form numbers on their answer sheets and that they have marked their answers in the proper spaces.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

# ASSESSMENT OF 11TH GRADERS IN U.S. HISTORY AND/OR LITERATURE

Spring, 1988

Fact Sheet

TO THE TEACHER:

## About the Test

You are about to administer a test either of U.S. history or of literature. There are four forms of each test divided up among four booklets. The history test booklets are labeled H1, H2, H3, and H4. The literature test booklets are labeled L1, L2, L3, and L4. Booklets should be passed out to students in this order. Depending on which form the student receives, each student will answer from 34-36 history questions and/or 30-31 literature questions.

Preceding and following the knowledge component of the test are approximately 11-12 questions pertaining to coursework. The students should skip these items.

Estimated working time for each test (history and literature) is approximately 14 minutes but a total of 20 minutes should be allotted to ensure students will have ample time to take the test (40 minutes if both tests are given).

## Why It's Being Given

The purpose of the test is to determine whether AISD students are learning important content in American history and literature. Although the test will not be used to determine student's grades in these subjects or affect their graduation status, the results should provide your school with valuable information about what is being taught and what needs to be taught in these subject areas. Therefore, please encourage the students to give it their best effort.

Testing materials and directions should be obtained from the Building Test Coordinator.

Thank you for your cooperation in this important testing effort!

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

# ASSESSMENT OF 11TH GRADERS IN U.S. HISTORY AND/OR LITERATURE

Spring, 1988

## Fact Sheet

TO THE STUDENT:

The test you are about to take consists of questions designed to measure your knowledge of U.S. history and/or literature. At the beginning and end of the test, there are approximately 11-12 questions that deal with coursework in these subject areas. Skip these questions.

The estimated working time for the test is approximately 14 minutes, but you will be allowed 20 minutes (40 minutes if both tests are given).

The purpose of the test is to determine whether AISD students are learning important content in American history and literature and to compare their performance with the performance of students nationwide. Although the test will not be used to determine your grade in these subjects or affect your graduation status, the results should provide your school with valuable information about what is being taught and what needs to be taught in these subject areas. Therefore, please give it your best effort.

THANK YOU FOR YOUR COOPERATION. GOOD LUCK!

# STANDARD ANSWER SHEET

ATTACHMENT 6

SCHOOL NAME CROCKETT

SCHOOL NUMBER 008

INSTRUCTOR BOWER

MARKING INSTRUCTIONS

USE NO. 2 PENCIL ONLY

CORRECT MARKING

A CORRECT MARK SHOULD COVER THE COMPLETE OUTLINE

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# STANDARD ANSWER SHEET

S071

ATTACHMENT 7

SCHOOL NAME JOHNSTON

SCHOOL NUMBER 003

INSTRUCTOR MIZE

MARKING INSTRUCTIONS

USE NO. 2 PENCIL ONLY

CORRECT MARKING

A CORRECT MARK SHOULD COVER THE COMPLETE OUTLINE

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M A R T A I

TYP FOR LITERATURE

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION



DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=HISTORY

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 1 | 4 | THOMAS EDISON INVENTED THE LIGHT BULB | 173 | 154 | 89.0 |
| 2 | 1 | FIND SOVIET UNION ON MAP OF EUROPE | 173 | 167 | 96.5 |
| 3 | 8 | ALEXANDER GRAHAM BELL INVENTED THE TELEPHONE | 176 | 154 | 87.5 |
| 4 | 27 | GEORGE WASHINGTON WAS PRESIDENT BETWEEN 1780-1800 | 173 | 140 | 80.9 |
| 5 | 2 | FIND ITALY ON MAP OF EUROPE | 173 | 160 | 92.5 |
| 6 | 6 | THE UNDERGROUND RAILROAD WAS SECRET NETWORK TO HELP SLAVES ESCAPE | 176 | 156 | 88.6 |
| 7 | 12 | ADOLF HITLER WAS LEADER OF GERMANY DURING WW II | 172 | 150 | 87.2 |
| 8 | 21 | THOMAS JEFFERSON WAS MAIN AUTHOR OF DECLARATION OF INDEPENDENCE | 174 | 143 | 82.2 |
| 9 | 14 | THE ASSEMBLY LINE WAS INTRODUCED BY US AUTO INDUSTRY | 174 | 149 | 85.6 |
| 10 | 26 | FIND AREA OF 13 ORIGINAL STATES ON MAP OF US | 174 | 141 | 81.0 |
| 11 | 3 | KKK USED VIOLENCE TO OPPOSE MINORITIES | 173 | 156 | 90.2 |
| 12 | 13 | HARRIET TUBMAN WAS LEADER IN HELPING SLAVES ESCAPE | 172 | 149 | 86.6 |
| 13 | 37 | FIND ROCKY MOUNTAINS ON MAP OF US | 172 | 133 | 77.3 |
| 14 | 19 | GUARANTEE OF FREE SPEECH AND RELIGION FOUND IN BILL OF RIGHTS | 174 | 144 | 82.8 |
| 15 | 15 | JAPANESE ATTACK ON PEARL HARBOR LED US INTO WW II | 173 | 147 | 85.0 |
| 16 | 7 | US DROPPED FIRST ATOMIC BOMB ON JAPAN IN WW II | 174 | 153 | 87.9 |
| 17 | 33 | WASHINGTON WAS COMMANDER OF AMERICAN ARMY IN REVOLUTION | 172 | 135 | 78.5 |
| 18 | 23 | CHURCHILL WAS PRIME MINISTER OF GREAT BRITAIN IN WW II | 173 | 141 | 81.5 |
| 19 | 41 | TV BECAME NEW FEATURE IN AMERICAN HOMES AFTER 1950 | 174 | 132 | 75.9 |
| 20 | 40 | WATERGATE LED TO RESIGNATION OF RICHARD NIXON | 172 | 131 | 76.2 |
| 21 | 24 | WOMEN WORKED IN FACTORIES DURING WW II | 173 | 141 | 81.5 |
| 22 | 50 | JAMESTOWN WAS FIRST PERMANENT ENGLISH COLONY | 173 | 124 | 71.7 |
| 23 | 20 | FIND WEST GERMANY ON MAP OF EUROPE | 173 | 143 | 82.7 |
| 24 | 42 | LINDBERGH MADE FIRST SOLO FLIGHT ACROSS ATLANTIC | 174 | 132 | 75.9 |
| 25 | 36 | NAZI DECIMATION OF JEWISH PEOPLE IN EUROPE CALLED THE HOLOCAUST | 174 | 135 | 77.6 |
| 26 | 16 | THE GREAT DEPRESSION WAS A PERIOD OF MASS UNEMPLOYMENT | 173 | 146 | 84.4 |
| 27 | 10 | "PROHIBITION" REFERS TO BAN ON SALE AND CONSUMPTION OF LIQUOR | 173 | 151 | 87.3 |
| 28 | 34 | THE GREAT DEPRESSION OCCURRED BETWEEN 1900-1950 | 172 | 134 | 77.9 |
| 29 | 47 | VIETNAM WAR HAD STRONGEST CITIZEN PROTEST MOVEMENTS | 174 | 128 | 73.6 |
| 30 | 25 | CIVIL RIGHTS MOVEMENT OF 1960'S FOCUSED ON EQUALITY FOR MINORITIES | 176 | 143 | 81.3 |
| 31 | 53 | DISCOVERY OF GOLD IN CALIFORNIA WAS A CAUSE OF WESTWARD MOVEMENT | 172 | 122 | 70.9 |
| 32 | 9 | FIND AREA ON US MAP THAT FOUGHT FOR INDEPENDENCE FROM MEXICO | 176 | 154 | 87.5 |
| 33 | 35 | INVENTION OF COTTON GIN STIMULATED PLANTATION ECONOMY IN SOUTH | 172 | 134 | 77.9 |
| 34 | 22 | GERMANY AND JAPAN WERE MAIN US ENEMIES IN WW II | 176 | 144 | 81.8 |
| 35 | 31 | WW II ENDED BETWEEN 1943-1947 | 176 | 139 | 79.0 |
| 36 | 5 | INDIANS WERE PUT ON RESERVATIONS AFTER CIVIL WAR | 173 | 154 | 89.0 |
| 37 | 72 | FIND MISSISSIPPI RIVER ON MAP OF US | 172 | 113 | 65.7 |
| 38 | 11 | FIND GREAT BRITAIN ON MAP OF EUROPE | 173 | 151 | 87.3 |
| 39 | 69 | MOST PEOPLE IN ENGLISH COLONIES OF NORTH AMERICA WORKED AS FARMERS | 173 | 115 | 66.5 |
| 40 | 17 | "SECESSION" REFERS TO WITHDRAWAL OF SOUTHERN STATES FROM UNION | 174 | 145 | 83.3 |
| 41 | 56 | SUSAN B. ANTHONY WAS A LEADER OF WOMEN'S SUFFRAGE MOVEMENT | 174 | 122 | 70.1 |
| 42 | 64 | COLUMBUS DISCOVERED THE NEW WORLD BEFORE 1750 | 174 | 117 | 67.2 |
| 43 | 32 | ABRAHAM LINCOLN WROTE THE EMANCIPATION PROCLAMATION | 176 | 139 | 79.0 |
| 44 | 65 | THE DECLARATION OF INDEPENDENCE WAS SIGNED BETWEEN 1750-1800 | 172 | 115 | 66.9 |
| 45 | 51 | THE DECLARATION OF INDEPENDENCE MARKS COLONIES' BREAK W/ ENGLAND | 176 | 126 | 71.6 |
| 46 | 46 | STAMP ACT OF 1765 WAS ATTEMPT BY ENGLISH TO TAX COLONIES | 172 | 127 | 73.8 |
| 47 | 49 | US POLICY AFTER WW II WAS TO PROVIDE AID TO EUROPE | 173 | 125 | 72.3 |
| 48 | 30 | FIND FRANCE ON MAP OF EUROPE | 173 | 137 | 79.2 |
| 49 | 18 | US PROVOKED TO ENTER WW I BY GERMAN SUBMARINE ATTACKS | 172 | 143 | 83.1 |

DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=HISTORY

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 50 | 108 | WATERGATE OCCURRED AFTER 1950 | 174 | 82 | 47.1 |
| 51 | 45 | BROWN DECISION OF 1954 RULED SCHOOL SEGREGATION UNCONSTITUTIONAL | 174 | 129 | 74.1 |
| 52 | 74 | ALEXANDER HAMILTON KNOWN FOR URGING STRONG NATIONAL GOVERNMENT | 173 | 113 | 65.3 |
| 53 | 63 | FIND AREA OF THE CONFEDERACY ON MAP OF US | 173 | 118 | 68.2 |
| 54 | 38 | SPUTNIK WAS THE FIRST MAN-MADE SATELLITE | 172 | 133 | 77.3 |
| 55 | 48 | PLESSY VS. FERGUSON DECISION APPROVED RACIAL SEGREGATION | 172 | 125 | 72.7 |
| 56 | 88 | THE SOUTHWESTERN US WAS EXPLORED AND SETTLED BY SPAIN | 174 | 104 | 59.8 |
| 57 | 60 | UNITED STATES CONSTITUTION WAS WRITTEN BETWEEN 1750-1800 | 174 | 120 | 69.0 |
| 58 | 70 | EAST COAST OF US EXPLORED AND SETTLED MAINLY BY ENGLAND | 176 | 116 | 65.9 |
| 59 | 28 | WOODROW WILSON APPEALED FOR AMERICAN ENTRY INTO LEAGUE OF NATIONS | 173 | 139 | 80.3 |
| 60 | 54 | JAPAN BOMBED PEARL HARBOR BETWEEN 1939-1943 | 176 | 124 | 70.5 |
| 61 | 71 | "CHECKS AND BALANCES" DIVIDES POWER AMONG BRANCHES OF FED'L GOV'T. | 173 | 114 | 65.9 |
| 62 | 77 | HEAVY IMMIGRATION IN 1970S-80S CAME FROM SE ASIA AND LATIN AMERICA | 173 | 107 | 61.8 |
| 63 | 85 | ARTICLES OF CONFEDERATION WERE 1ST CONSTITUTION DURING REVOLUTION | 174 | 105 | 60.3 |
| 64 | 57 | REPRESENTATIVE GOVERNMENT EXISTED IN COLONIES | 176 | 123 | 69.9 |
| 65 | 78 | JOHN D. ROCKEFELLER FORMED STANDARD OIL | 172 | 106 | 61.6 |
| 66 | 66 | US FOREIGN POLICY AFTER WW II WAS CONTAINMENT OF COMMUNISM | 172 | 115 | 66.9 |
| 67 | 73 | WW II WAS BETWEEN 1900-1950 | 174 | 114 | 65.5 |
| 68 | 121 | BOOKER T. WASHINGTON WAS MAJOR BLACK LEADER BEFORE WW I | 174 | 70 | 40.2 |
| 69 | 52 | FIND AREA OF MAP OF US PURCHASED FROM FRANCE | 176 | 125 | 71.0 |
| 70 | 75 | "PROHIBITION" OCCURRED BETWEEN 1900-1950 | 174 | 113 | 64.9 |
| 71 | 84 | BEFORE 1800 MOST IMMIGRANTS CAME FROM NORTHERN AND WESTERN EUROPE | 172 | 104 | 60.5 |
| 72 | 55 | EISENHOWER WAS PRESIDENT BETWEEN 1946-1963 | 172 | 121 | 70.3 |
| 73 | 81 | ISRAEL HAS NEVER BEEN INVADED BY SOVIET UNION | 172 | 105 | 61.0 |
| 74 | 62 | JAPANESE-AMERICANS WERE FORCED INTO CAMPS DURING WW II | 172 | 118 | 68.6 |
| 75 | 102 | NIXON ESTABLISHED RELATIONS WITH THE PEOPLE'S REPUBLIC OF CHINA | 173 | 88 | 50.9 |
| 76 | 79 | A CAUSE OF POPULATION MOVEMENT IN 1800S WAS REASONABLE LAND PRICES | 174 | 107 | 61.5 |
| 77 | 43 | SOCIAL SECURITY SYSTEM WAS INTRODUCED DURING THE NEW DEAL | 176 | 132 | 75.0 |
| 78 | 68 | US GAVE MILITARY SUPPORT TO SOUTH KOREA WITH UNITED NATIONS | 176 | 117 | 66.5 |
| 79 | 29 | DUST BOWL OF 1930S FOSTERED MOVEMENT TO CALIFORNIA | 176 | 141 | 80.1 |
| 80 | 76 | AMENDMENT OF 1920 GRANTED WOMEN RIGHT TO VOTE | 172 | 111 | 64.5 |
| 81 | 61 | STALIN WAS LEADER OF SOVIET UNION DURING WW II | 174 | 120 | 69.0 |
| 82 | 97 | POPULIST PARTY ADVOCATED GOVERNMENT SUPPORT FOR FARMERS | 176 | 95 | 54.0 |
| 83 | 58 | NEW DEAL IDENTIFIED WITH CHANGES IN SOCIAL, ECONOMIC POLICIES | 174 | 121 | 69.5 |
| 84 | 44 | FRANKLIN ROOSEVELT WAS PRESIDENT BETWEEN 1929-1946 | 172 | 129 | 75.0 |
| 85 | 86 | BEFORE CIVIL WAR, NATION DEBATED SPREAD OF SLAVERY | 173 | 104 | 60.1 |
| 86 | 124 | "GIVE ME LIBERTY OR GIVE ME DEATH"--PATRICK HENRY | 176 | 70 | 39.8 |
| 87 | 39 | "LAISSEZ-FAIRE" MEANS MINIMAL GOVERNMENT REGULATION OF ECONOMY | 174 | 133 | 76.4 |
| 88 | 95 | MONROE DOCTRINE: EUROPE SHOULDN'T GAIN LAND IN WESTERN HEMISPHERE | 173 | 96 | 55.5 |
| 89 | 101 | WASHINGTON'S FAREWELL ADDRESS WARNED AGAINST FOREIGN ALLIANCES | 176 | 90 | 51.1 |
| 90 | 87 | CANADA AND MISSISSIPPI VALLEY FIRST EXPLORED BY FRANCE | 172 | 103 | 59.9 |
| 91 | 114 | SAMUEL GOMPERS WAS FIRST PRESIDENT OF AFL | 176 | 79 | 44.9 |
| 92 | 82 | MLK, JR., ROSE TO PROMINENCE IN MONTGOMERY BUS BOYCOTT | 172 | 105 | 61.0 |
| 93 | 91 | US DROPPED FIRST ATOMIC BOMB BETWEEN 1943-1947 | 176 | 104 | 59.1 |
| 94 | 96 | VALLEY FORGE WAS LOWEST POINT IN REVOLUTIONARY WAR | 174 | 94 | 54.0 |
| 95 | 105 | WOMEN'S RIGHT TO VOTE WAS NOT GUARANTEED AFTER CIVIL WAR | 173 | 83 | 48.0 |
| 96 | 106 | AN ISSUE IN WAR OF 1812: GREAT BRITAIN'S INTERFERENCE W/ SHIPPING | 172 | 82 | 47.7 |
| 97 | 103 | ANDREW CARNEGIE WAS ASSOCIATED WITH DEVELOPMENT OF STEEL INDUSTRY | 176 | 88 | 50.0 |
| 98 | 113 | THOMAS JEFFERSON WAS PRESIDENT BETWEEN 1800-1820 | 173 | 78 | 45.1 |

DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=HISTORY

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 99 | 99 | THE CONSTITUTION DIVIDES POWERS BETWEEN STATES AND FED'L. GOV'T. | 172 | 90 | 52.3 |
| 100 | 89 | MISSOURI COMPROMISE ADMITTED MAINE AS FREE, MO. AS SLAVE STATE | 174 | 104 | 59.8 |
| 101 | 83 | WOODROW WILSON WAS PRESIDENT BETWEEN 1912-1929 | 172 | 105 | 61.0 |
| 102 | 59 | SENATOR JOSEPH MCCARTHY INVOLVED IN CONTROVERSY ABOUT COMMUNISM | 174 | 121 | 69.5 |
| 103 | 118 | "NULLIFICATION" RELATED TO STATES' RIGHTS | 173 | 72 | 41.6 |
| 104 | 92 | HOOVER, FRANKLIN ROOSEVELT WERE PRESIDENTS DURING DEPRESSION | 176 | 104 | 59.1 |
| 105 | 128 | JANE ADDAMS FOUNDED SETTLEMENT HOUSES TO HELP THE POOR | 176 | 67 | 38.1 |
| 106 | 109 | "RECONSTRUCTION" OCCURRED BETWEEN 1850-1900 | 174 | 82 | 47.1 |
| 107 | 126 | "THE FEDERALIST" ADVOCATED ADOPTION OF CONSTITUTION | 176 | 69 | 39.2 |
| 108 | 125 | DRED SCOTT DECISION: SLAVE WHO MOVED TO FREE STATE WAS NOT FREE | 176 | 70 | 39.8 |
| 109 | 137 | D-DAY OCCURRED BETWEEN 1943-1947 | 176 | 54 | 30.7 |
| 110 | 98 | RENAISSANCE WAS CHARACTERIZED BY CULTURAL, TECHNOLOGICAL ADVANCES | 174 | 92 | 52.9 |
| 111 | 135 | PAINE'S "COMMON SENSE" ARGUES FOR COLONIAL INDEPENDENCE | 173 | 57 | 32.9 |
| 112 | 112 | EMANCIPATION PROCLAMATION FREED SLAVES IN CONFEDERACY | 172 | 79 | 45.9 |
| 113 | 93 | UNION MEMBERSHIP GREW IN THE 1930S BECAUSE OF NEW LAWS | 174 | 100 | 57.5 |
| 114 | 122 | JAMESTOWN FOUNDED BEFORE 1750 | 174 | 70 | 40.2 |
| 115 | 67 | RESTRICTIONS ON IMMIGRATION WERE NOT PART OF NEW DEAL | 172 | 115 | 66.9 |
| 116 | 119 | "3/5 COMPROMISE" IN CONSTITUTION DEFINED STATUS OF SLAVES | 173 | 72 | 41.6 |
| 117 | 111 | IMMIGRATION FROM SOUTHERN AND EASTERN EUROPE GREW, 1890-1910 | 176 | 81 | 46.0 |
| 118 | 110 | IMMIGRATION RESTRICTION IN 1921, 1924 AIMED AT SE EUROPEANS | 174 | 82 | 47.1 |
| 119 | 100 | SCOPES TRIAL WAS ABOUT TEACHING EVOLUTION | 172 | 90 | 52.3 |
| 120 | 90 | UPTON SINCLAIR, LINCOLN STEFFENS, IDA TARBEL KNOWN AS MUCKRAKERS | 172 | 102 | 59.3 |
| 121 | 107 | THEODORE ROOSEVELT WAS PRESIDENT BETWEEN 1895-1912 | 172 | 82 | 47.7 |
| 122 | 133 | ARTICLES OF CONFEDERATION FAILED TO PROVIDE ADEQUATE TAXING POWER | 173 | 58 | 33.5 |
| 123 | 132 | FIND REGION ON US MAP ACQUIRED FROM MEXICO IN WAR | 176 | 62 | 35.2 |
| 124 | 104 | RELIGIOUS TOLERATION IN COLONIES DUE TO COMMON INTEREST OF MANY | 176 | 87 | 49.4 |
| 125 | 120 | JONAS SALK INVENTED POLIO VACCINE | 176 | 71 | 40.3 |
| 126 | 117 | SPANISH-AMERICAN WAR MADE US AN INTERNATIONAL POWER | 172 | 74 | 43.0 |
| 127 | 80 | AMERICAN FOREIGN POLICY AFTER WW I KNOWN AS ISOLATIONIST | 174 | 107 | 61.5 |
| 128 | 123 | THE CIVIL WAR OCCURRED BETWEEN 1850-1900 | 172 | 69 | 40.1 |
| 129 | 115 | US FOREIGN POLICY IN EARLY 1900S:"SPEAK SOFTLY, CARRY A BIG STICK" | 176 | 76 | 43.2 |
| 130 | 127 | PURPOSE OF JIM CROW LAWS WAS TO ENFORCE RACIAL SEGREGATION | 174 | 68 | 39.1 |
| 131 | 134 | MAGNA CARTA IS FOUNDATION OF BRITISH PARLIAMENTARY SYSTEM | 173 | 58 | 33.5 |
| 132 | 129 | ANDREW JACKSON WAS PRESIDENT BETWEEN 1820-1840 | 173 | 64 | 37.0 |
| 133 | 130 | REFORMATION LED TO ESTABLISHMENT OF PROTESTANT SECTS | 172 | 62 | 36.0 |
| 134 | 116 | THE UNITED NATIONS WAS FOUNDED BETWEEN 1943-1947 | 176 | 76 | 43.2 |
| 135 | 136 | THE SENECA FALLS DECLARATION CONCERNED WOMEN'S RIGHTS | 176 | 55 | 31.3 |
| 136 | 141 | ABRAHAM LINCOLN WAS PRESIDENT BETWEEN 1860-1880 | 173 | 35 | 20.2 |
| 137 | 94 | LYNDON JOHNSON'S TERM INCLUDED MEDICARE AND VOTING RIGHTS ACT | 173 | 98 | 56.6 |
| 138 | 138 | BETTY FRIEDAN AND GLORIA STEINEM LED WOMEN'S MOVEMENT IN 1970S | 176 | 44 | 25.0 |
| 139 | 131 | "PROGRESSIVE MOVEMENT" REFERS TO REFORMS BEFORE WW I | 173 | 62 | 35.8 |
| 140 | 140 | "RECONSTRUCTION" REFERS TO READMISSION OF CONFEDERATE STATES | 176 | 42 | 23.9 |
| 141 | 139 | JOHN WINTHROP AND THE PURITANS FOUNDED A COLONY IN BOSTON | 172 | 43 | 25.0 |



ATTACHMENT B
(Continued, page 3 of 6)

DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=LITERATURE

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 1 | 3 | IN BIBLE, NOAH GATHERED PAIRS OF CREATURES INTO ARK | 178 | 163 | 91.6 |
| 2 | 5 | IN BIBLE, MOSES GOT 10 COMMANDMENTS, LED HIS PEOPLE FROM EGYPT | 165 | 149 | 90.3 |
| 3 | 4 | ROMEO AND JULIET HINDERED BY FEUDING FAMILIES | 159 | 145 | 91.2 |
| 4 | 1 | MLK, JR.: "I HAVE A DREAM..." | 179 | 170 | 95.0 |
| 5 | 10 | HAMLET: "TO BE OR NOT TO BE..." (5 LINES) | 165 | 143 | 86.7 |
| 6 | 8 | EBENEZER SCROOGE WAS STINGY CHARACTER IN "A CHRISTMANS CAROL" | 178 | 158 | 88.8 |
| 7 | 6 | IN GREEK MYTHOLOGY, RULER OF GODS IS ZEUS | 165 | 149 | 90.3 |
| 8 | 12 | WHITE RABBIT, MARCH HARE, ETC., ARE IN ALICE IN WONDERLAND | 178 | 152 | 85.4 |
| 9 | 7 | ROBIN HOOD IS KNOWN FOR STEALING FROM RICH TO GIVE TO POOR | 159 | 143 | 89.9 |
| 10 | 13 | CINDERELLA'S RAGS TURNED INTO GOWN AND SHE MET PRINCE | 179 | 152 | 84.9 |
| 11 | 17 | ROBINSON CRUSOE WAS SHIPWRECKED ON AN ISLAND AND SURVIVED | 165 | 135 | 81.8 |
| 12 | 14 | "THE LORD IS MY SHEPHERD..." (3 LINES) IS FROM PSALM 23 | 178 | 151 | 84.8 |
| 13 | 18 | THE MAGICIAN WHO ADVISED KING ARTHUR WAS MERLIN | 178 | 145 | 81.5 |
| 14 | 2 | ADVENTURES OF HUCKLEBERRY FINN: ORPHAN BOY AND RUNAWAY SLAVE | 159 | 146 | 91.8 |
| 15 | 21 | IN BIBLE, BOOK OF GENESIS INCLUDES ACCOUNT OF CREATION | 165 | 133 | 80.6 |
| 16 | 15 | PLATO AND ARISTOTLE ARE BEST KNOWN AS PHILOSOPHERS | 178 | 149 | 83.7 |
| 17 | 23 | VICTORY OF UNKNOWN TEAM PARALLELS BIBLE STORY OF DAVID & GOLIATH | 179 | 142 | 79.3 |
| 18 | 25 | "RIP VAN WINKLE" IS ABOUT MAN WHO SLEPT FOR 20 YEARS AND AWOKE | 165 | 130 | 78.8 |
| 19 | 29 | E.A. POE WROTE "PIT AND PENDULUM," "FALL OF HOUSE OF USHER," ETC. | 159 | 123 | 77.4 |
| 20 | 9 | "FRIENDS, ROMANS, COUNTRYMEN..." IS FROM "JULIUS CAESAR" | 179 | 157 | 87.7 |
| 21 | 26 | JULIET SAID, "WHAT'S IN A NAME? THAT WHICH WE CALL A ROSE..." | 178 | 140 | 78.7 |
| 22 | 33 | GETTYSBURG ADDRESS: "FOUR SCORE & SEVEN YEARS AGO OUR FATHERS..." | 165 | 125 | 75.8 |
| 23 | 27 | SHELLEY'S FRANKENSTEIN: SCIENTIST MADE CREATURE COULD NOT CONTROL | 159 | 124 | 78.0 |
| 24 | 22 | NOVEL THAT HELPED ANTISLAVERY MOVEMENT WAS "UNCLE TOM'S CABIN" | 179 | 144 | 80.4 |
| 25 | 28 | EPIC ABOUT A GREEK WAR LEADER'S VOYAGE HOME IS THE "ODYSSEY" | 159 | 124 | 78.0 |
| 26 | 32 | OLIVER, MICAWBER, PIP, AND GRADGRIND APEAR IN NOVELS OF DICKENS | 159 | 121 | 76.1 |
| 27 | 11 | LUCIFER IS ANOTHER NAME FOR SATAN | 179 | 153 | 85.5 |
| 28 | 34 | LEGENDARY KING ARTHUR PRESIDED OVER KNIGHTS OF ROUND TABLE | 165 | 125 | 75.8 |
| 29 | 38 | IN BIBLE, SAMSON IS KNOWN FOR GREAT STRENGTH | 159 | 117 | 73.6 |
| 30 | 51 | JESUS WAS BETRAYED FOR 30 PIECES OF SILVER BY JUDAS | 178 | 113 | 63.5 |
| 31 | 54 | E. DICKINSON, AMERICAN POET, LIVED IN SOLITUDE, WROTE ABOUT DEATH | 159 | 104 | 65.4 |
| 32 | 39 | MORAL OF TORTOISE AND HARE: SLOW AND STEADY WINS THE RACE | 159 | 117 | 73.6 |
| 33 | 46 | IN CAIN AND ABEL STORY, JEALOUS YOUNG MAN KILLS BROTHER | 165 | 114 | 69.1 |
| 34 | 30 | SHERLOCK HOLMES: MAIN CHARACTER IN HOUND OF THE BASKERVILLES, ETC. | 165 | 127 | 77.0 |
| 35 | 48 | EDGAR ALLAN POE WROTE POEMS "ANNABEL LEE" AND "RAVEN" | 178 | 122 | 68.5 |
| 36 | 35 | IN ROMAN MYTHOLOGY, VENUS IS GODDESS OF LOVE | 178 | 134 | 75.3 |
| 37 | 36 | "WE HOLD THESE TRUTHS...,": DECLARATION OF INDEPENDENCE | 159 | 118 | 74.2 |
| 38 | 24 | "WE, THE PEOPLE...": PREAMBLE TO THE CONSTITUTION | 159 | 126 | 79.2 |
| 39 | 44 | THORNTON WILDER PLAY ABOUT TYPICAL NEW ENGLAND VILLAGE: "OUR TOWN" | 159 | 111 | 69.8 |
| 40 | 47 | AESOP IS BEST KNOWN FOR WRITING FABLES | 179 | 123 | 68.7 |
| 41 | 52 | IN GREEK MYTHOLOGY, MULTITUDE OF EVILS ESCAPED FROM PANDORA'S BOX | 165 | 109 | 66.1 |
| 42 | 80 | HEMINGWAY WROTE "FOR WHOM THE BELL TOLLS", "THE SUN ALSO RISES" | 159 | 86 | 54.1 |
| 43 | 59 | JACK LONDON WROTE "CALL OF THE WILD" ABOUT DOG IN YUKON | 178 | 112 | 62.9 |
| 44 | 69 | ROBERT FROST POEMS: "... PROMISES TO KEEP...," "TWO ROADS..." | 179 | 104 | 58.1 |
| 45 | 82 | IN MELVILLE'S "MOBY DICK", CAPTAIN AHAB'S OBSESSION IS REVENGE | 165 | 88 | 53.3 |
| 46 | 61 | LILLIPUT, COUNTRY OF LITTLE PEOPLE, PART OF "GULLIVER'S TRAVELS" | 165 | 102 | 61.8 |
| 47 | 42 | "THE RED BADGE OF COURAGE": SOLDIER'S STRUGGLE TO OVERCOME FEAR | 165 | 119 | 72.1 |
| 48 | 55 | IN GREEK MYTHOLOGY, ATLAS HAS TO SUPPORT HEAVENS ON HIS SHOULDERS | 179 | 116 | 64.8 |
| 49 | 65 | IN BIBLE, KING SOLOMON IS FAMOUS FOR HIS WISDOM | 159 | 96 | 60.4 |

DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=LITERATURE

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 50 | 50 | THE ILIAD IS AN EPIC POEM BY HOMER | 179 | 121 | 67.6 |
| 51 | 64 | IN BIBLICAL STORY, JONAH IS SWALLOWED BY BIG FISH | 179 | 109 | 60.9 |
| 52 | 40 | IN MARK TWAIN NOVEL, TOM SAWYER IS KNOWN FOR CLEVER WAYS OF WORK | 179 | 131 | 73.2 |
| 53 | 41 | MIDAS WAS MYTHICAL KING WHOSE TOUCH TURNED OBJECTS TO GOLD | 159 | 115 | 72.3 |
| 54 | 37 | "THE SCARLET LETTER" IS NOVEL ABOUT WOMAN WHO WAS UNFAITHFUL | 178 | 131 | 73.6 |
| 55 | 19 | "TO KILL A MOCKINGBIRD": 2 CHILDREN'S FATHER DEFENDS BLACK MAN | 178 | 145 | 81.5 |
| 56 | 44 | DICKENS' NOVEL TALE OF TWO CITIES OCCURS DURING FRENCH REVOLUTION | 165 | 112 | 67.9 |
| 57 | 86 | LONGFELLOW WROTE POEM ABOUT PAUL REVERE: "ONE IF BY LAND,..." | 165 | 81 | 49.1 |
| 58 | 51 | FDR SAID: "THE ONLY THING WE HAVE TO FEAR...," "12-7-41...INFAMY" | 179 | 120 | 67.0 |
| 59 | 31 | IN ADDITION TO PLAYS, SHAKESPEARE ALSO WROTE SONNETS | 179 | 137 | 76.5 |
| 60 | 68 | YOUNG MAN WHO WASTES FORTUNE, COMES TO SENSES LIKE PRODIGAL SON | 179 | 105 | 58.7 |
| 61 | 45 | IN ROMAN MYTHOLOGY, MARS IS GOD OF WAR | 179 | 124 | 69.3 |
| 62 | 76 | W. CHURCHILL: "I HAVE NOTHING TO OFFER...," "...IRON CURTAIN..." | 178 | 99 | 55.6 |
| 63 | 26 | ARTHUR MILLER WROTE "THE CRUCIBLE" AND "DEATH OF A SALESMAN" | 165 | 134 | 81.2 |
| 64 | 43 | A "RAISIN IN THE SUN" IS ABOUT EXPERIENCES OF BLACK FAMILY | 165 | 116 | 70.3 |
| 65 | 63 | JFK: "...ASK NOT WHAT YOUR COUNTRY CAN DO FOR YOU,..." | 165 | 101 | 61.2 |
| 66 | 62 | IN GREEK MYTHOLOGY, JASON TRAVELED IN QUEST OF THE GOLDEN FLEECE | 159 | 98 | 61.6 |
| 67 | 16 | "THE GREAT GATSBY": NOVEL BY F. SCOTT FITZGERALD | 179 | 149 | 83.2 |
| 68 | 75 | OEDIPUS: KILLED FATHER AND MARRIED MOTHER IN ANCIENT GREEK PLAY | 179 | 100 | 55.9 |
| 69 | 88 | "ACHILLES' HEEL" MEANS WEAK POINT IN STRONG PERSON | 178 | 86 | 48.3 |
| 70 | 60 | IN GREEK MYTH, DAEDALUS & ICARUS MAKE WAX WINGS, FLY CLOSE TO SUN | 159 | 100 | 62.9 |
| 71 | 73 | ODYSSEUS IS MYTHICAL GREEK HERO WHO JOURNEYS HOME AFTER TROJAN WAR | 165 | 94 | 57.0 |
| 72 | 95 | BYRON, KEATS, AND WORDSWORTH ARE CHIEFLY KNOWN AS POETS | 165 | 75 | 45.5 |
| 73 | 53 | SHAKESPEARE'S "JULIUS CAESAR" IS ABOUT THE FATE OF HIS ASSASSINS | 178 | 117 | 65.7 |
| 74 | 56 | DON QUIXOTE WAS SPANISH KNIGHT WHO ATTACKED WINDMILLS | 159 | 101 | 63.5 |
| 75 | 103 | MACBETH: PLAY ABOUT MAN LED TO MURDER BY AMBITION TO BE KING | 165 | 64 | 38.8 |
| 76 | 89 | "TO EVERY THING THERE IS A SEASON,...": THE BIBLE | 159 | 76 | 47.8 |
| 77 | 99 | IN BEOWULF, THE HERO BATTLES WITH THE MONSTER GRENDEL | 159 | 64 | 40.3 |
| 78 | 78 | ABRAHAM LINCOLN: "WITH MALICE TOWARD NONE, W/ CHARITY FOR ALL..." | 178 | 97 | 54.5 |
| 79 | 92 | T.S. ELIOT WROTE "THE WASTE LAND", "PRUFROCK", "THE HOLLOW MEN" | 165 | 76 | 46.1 |
| 80 | 79 | IN GREEK MYTH, TROJAN WAR STARTS BECAUSE PARIS KIDNAPPED HELEN | 178 | 97 | 54.5 |
| 81 | 87 | MAXIMS FROM FRANKLIN'S "POOR RICHARD'S ALMANACK" | 179 | 87 | 48.6 |
| 82 | 58 | POEMS WRITTEN BY NATHANIEL HAWTHORNE | 178 | 113 | 63.5 |
| 83 | 67 | "THE OLD MAN AND THE SEA": NOVEL ABOUT MAN WHO BATTLES GREAT FISH | 179 | 108 | 60.3 |
| 84 | 74 | "WALDEN" BY HENRY DAVID THOREAU ABOUT SIMPLIFYING ONE'S LIFE | 165 | 94 | 57.0 |
| 85 | 108 | MILTON'S "PARADISE LOST": REBELLION OF SATAN, FALL OF ADAM & EVE | 178 | 60 | 33.7 |
| 86 | 81 | LEAVES OF GRASS BY WALT WHITMAN INCLUDES "I CELEBRATE MYSELF,..." | 178 | 95 | 53.4 |
| 87 | 71 | STEINBECK'S THE GRAPES OF WRATH: FAMILY MIGRATES TO CALIFORNIA | 179 | 103 | 57.5 |
| 88 | 77 | GREEK PLAY ANTIGONE: WOMAN DEFIES KING TO HONOR HER DEAD BROTHER | 178 | 99 | 55.6 |
| 89 | 98 | "THINGS FALL APART;..." FROM YEATS' "THE SECOND COMING" | 178 | 76 | 42.7 |
| 90 | 85 | IN GREEK MYTH, PROMETHEUS IS CHAINED TO A ROCK FOR STEALING FIRE | 178 | 88 | 49.4 |
| 91 | 101 | AUSTEN'S PRIDE AND PREJUDICE: THE BENNET DAUGHTERS FIND HUSBANDS | 179 | 71 | 39.7 |
| 92 | 100 | "WUTHERING HEIGHTS": HEATHCLIFF'S OBSESSIVE LOVE OF CATHERINE | 179 | 72 | 40.2 |
| 93 | 103 | G.B. SHAW WROTE "PYGMALION", "ARMS AND THE MAN", AND "SAINT JOAN" | 179 | 62 | 34.6 |
| 94 | 94 | IN THE BIBLE, JOB IS KNOWN FOR HIS PATIENCE DURING SUFFERING | 178 | 81 | 45.5 |
| 95 | 91 | WALTER MITTY HAD DULL EXISTENCE BUT EXCITING FANTASY LIFE | 179 | 83 | 46.4 |
| 96 | 66 | LANGSTON HUGHES, POET OF HARLEM RENAISSANCE: "HOLD FAST TO DREAMS" | 159 | 96 | 60.4 |
| 97 | 93 | GEOFFREY CHAUCER WROTE "THE CANTERBURY TALES" | 179 | 82 | 45.8 |
| 98 | 84 | HERMAN MELVILLE WROTE "BILLY BUDD", "BENITO CERENO", ETC. | 179 | 89 | 49.7 |

DISTRICTWIDE HISTORY & LITERATURE TEST RANK ORDER RESULTS

TEST=LITERATURE

| National Rank | AISD Rank | ITEM DESCRIPTION | # STUDENTS RECEIVING ITEM | # CORRECT | % CORRECT |
|---|---|---|---|---|---|
| 99 | 96 | 1984: DICTATORSHIP WATCHING EVERYONE TO STAMP OUT INDIVIDUALITY | 159 | 76 | 47.8 |
| 100 | 70 | LORD OF THE FLIES: STRANDED CHILDREN TRY & FAIL TO BE CIVILIZED | 179 | 104 | 58.1 |
| 101 | 83 | HERMAN MELVILLE AND JOSEPH CONRAD WROTE NOVELS ABOUT THE SEA | 178 | 91 | 51.1 |
| 102 | 91 | BIBLE: SODOM & GOMORRAH ARE DESTROYED DUE TO WICKED INHABITANTS | 165 | 74 | 44.8 |
| 103 | 106 | THE SOUTH WAS SETTING FOR MANY OF WILLIAM FAULKNER'S NOVELS | 159 | 54 | 34.0 |
| 104 | 97 | DANTE'S DIVINE COMEDY: JOURNEY THROUGH HELL, PURGATORY, HEAVEN | 165 | 73 | 44.2 |
| 105 | 107 | RICHARD WRIGHT WROTE "NATIVE SON" AND "BLACK BOY" | 159 | 54 | 34.0 |
| 106 | 104 | D.H. LAWRENCE WROTE "ROCKING HORSE WINNER" AND "SONS AND LOVERS" | 159 | 52 | 32.7 |
| 107 | 115 | WILLA CATHER WROTE "MY ANTONIA", "O PIONEERS!" ETC. | 165 | 42 | 25.5 |
| 108 | 72 | TENNESSEE WILLIAMS WROTE STREETCAR NAMED DESIRE, GLASS MENAGERIE | 178 | 102 | 57.3 |
| 109 | 104 | HEMINGWAY WROTE "IN ANOTHER COUNTRY", "SHORT HAPPY LIFE...", ETC. | 165 | 63 | 38.2 |
| 110 | 116 | HARDY WROTE RETURN OF THE NATIVE, TESS OF THE D'URBERVILLES, ETC. | 159 | 37 | 23.3 |
| 111 | 114 | CATCHER IN THE RYE: BOY OF 16 EXPELLED FROM SCHOOL, GOES TO NYC | 178 | 46 | 25.8 |
| 112 | 117 | HENRY JAMES WROTE "DAISY MILLER" AND "PORTRAIT OF A LADY" | 179 | 37 | 20.7 |
| 113 | 102 | IBSEN WROTE HEDDA GABLER, DOLL'S HOUSE, AN ENEMY OF THE PEOPLE | 159 | 63 | 39.6 |
| 114 | 113 | JOSEPH CONRAD WROTE HEART OF DARKNESS, LORD JIM, SECRET SHARER | 165 | 43 | 26.1 |
| 115 | 111 | ELLISON'S INVISIBLE MAN: YOUNG MAN FROM SOUTH MOVES TO HARLEM | 178 | 55 | 30.9 |
| 116 | 110 | DOSTOEVSKY WROTE CRIME AND PUNISHMENT AND THE BROTHERS KARAMAZOV | 165 | 51 | 30.9 |
| 117 | 119 | JAMES JOYCE WROTE ULYSSES, PORTRAIT OF THE ARTIST..., ARABY, ETC. | 179 | 32 | 17.9 |
| 118 | 112 | DE TOCQUEVILLE: EUROPEAN WHO WROTE "DEMOCRACY IN AMERICA" | 159 | 42 | 26.4 |
| 119 | 118 | EUDORA WELTY & FLANNERY O'CONNOR KNOWN FOR STORIES SET IN SOUTH | 178 | 33 | 18.5 |
| 120 | 121 | WILLIAM BLAKE REFERS TO A TIGER IN POEM "...BURNING BRIGHT..." | 159 | 21 | 13.2 |
| 121 | 120 | BUNYAN'S PILGRIM'S PROGRESS: TEMPTATIONS THAT CHRISTIANS FACE | 178 | 24 | 13.5 |

# ITEMS TESTED ON THE U.S. HISTORY ASSESSMENT

## Weighted Percent Correct in Descending Order by National Performance

| *Description* | *Total* |
|---|---|
| Thomas Edison invented the light bulb | 95.2 |
| Find Soviet Union on map of Europe | 92.1 |
| Alexander Graham Bell invented the telephone | 91.1 |
| George Washington was president between 1780–1800 | 87.9 |
| Find Italy on map of Europe | 87.7 |
| The Underground Railroad was secret network to help slaves escape | 87.5 |
| Adolf Hitler was leader of Germany during World War II | 87.4 |
| Thomas Jefferson was main author of Declaration of Independence | 87.4 |
| The assembly line was introduced by US auto industry | 87.2 |
| Find area of 13 original states on map of US | 84.8 |
| Ku Klux Klan used violence to oppose minorities | 83.9 |
| Harriet Tubman was leader in helping slaves escape | 83.8 |
| Find Rocky Mountains on map of US | 81.3 |
| Guarantee of free speech and religion found in Bill of Rights | 81.3 |
| Japanese attack on Pearl Harbor led US into World War II | 80.0 |
| US dropped first atomic bomb on Japan in World War II | 79.9 |
| Washington was commander of American army in Revolution | 79.2 |
| Churchill was prime minister of Great Britain in World War II | 78.1 |
| TV became new feature in American homes after 1950 | 78.1 |
| Watergate led to resignation of Richard Nixon | 77.4 |
| Women worked in factories during World War II | 77.3 |

ITEMS TESTED ON THE U.S. HISTORY ASSESSMENT *(Continued)*

| *Description* | *Total* |
|---|---|
| Jamestown was first permanent English colony | 76.1 |
| Find West Germany on map of Europe | 76.1 |
| Lindbergh made first solo flight across Atlantic | 76.1 |
| Nazi decimation of Jewish people in Europe called the Holocaust | 75.8 |
| The Great Depression was a period of mass unemployment | 75.1 |
| "Prohibition" refers to ban on sale and consumption of liquor | 74.6 |
| The Great Depression occurred between 1900–1950 | 72.2 |
| Vietnam War had strongest citizen protest movements | 72.1 |
| Civil rights movement of 1960s focused on equality for minorities | 71.7 |
| Discovery of gold in California was a cause of westward movement | 71.3 |
| Find area on US map that fought for independence from Mexico | 71.0 |
| Invention of cotton gin stimulated plantation economy in South | 70.7 |
| Germany and Japan were main US enemies in World War II | 70.7 |
| World War II ended between 1943–1947 | 70.7 |
| Indians were put on reservations after Civil War | 70.5 |
| Find Mississippi River on map of US | 70.3 |
| Find Great Britain on map of Europe | 70.2 |
| Most people in English colonies of North America worked as farmers | 69.7 |
| "Secession" refers to withdrawal of Southern states from Union | 69.7 |
| Susan B. Anthony was a leader of women's suffrage movement | 68.9 |
| Columbus discovered the New World before 1750 | 68.1 |
| Abraham Lincoln wrote the Emancipation Proclamation | 68.0 |
| The Declaration of Independence was signed between 1750–1800 | 67.8 |
| The Declaration of Independence marks colonies' break with England | 67.6 |
| Stamp Act of 1765 was attempt by English to tax colonies | 67.3 |
| US policy after World War II was to provide aid to Europe | 67.2 |
| Find France on map of Europe | 65.8 |
| US provoked to enter World War I by German submarine attacks | 64.6 |
| Watergate occurred after 1950 | 64.5 |
| *Brown* decision of 1954 ruled school segregation unconstitutional | 63.7 |
| Alexander Hamilton known for urging strong national government | 63.5 |
| Find area of the Confederacy on map of US | 63.4 |
| Sputnik was the first man-made satellite | 62.7 |
| *Plessy* vs. *Ferguson* decision approved racial segregation | 61.4 |
| The southwestern US was explored and settled by Spain | 61.0 |
| United States Constitution was written between 1750–1800 | 60.9 |
| East Coast of US explored and settled mainly by England | 60.6 |
| Woodrow Wilson appealed for American entry into League of Nations | 60.2 |
| Japan bombed Pearl Harbor between 1939–1943 | 60.0 |
| "Checks and balances" divides power among branches of federal government | 59.9 |

ITEMS TESTED ON THE U.S. HISTORY ASSESSMENT *(Continued)*

| *Description* | *Total* |
|---|---|
| Heavy immigration in 1970s–80s came from SE Asia and Latin America | 59.5 |
| Articles of Confederation were first Constitution during Revolution | 59.4 |
| Representative government existed in Colonies | 58.0 |
| John D. Rockefeller formed Standard Oil | 57.8 |
| US foreign policy after World War II was containment of Communism | 57.7 |
| World War II was between 1900–1950 | 57.3 |
| Booker T. Washington was major black leader before World War I | 57.1 |
| Find area of map of US purchased from France | 57.1 |
| "Prohibition" occurred between 1900–1950 | 56.4 |
| Before 1800 most immigrants came from northern and western Europe | 56.3 |
| Eisenhower was president between 1946–1963 | 55.6 |
| Israel has never been invaded by Soviet Union | 55.4 |
| Japanese-Americans were forced into camps during World War II | 55.2 |
| Nixon established relations with the People's Republic of China | 55.1 |
| A cause of population movement in 1800s was reasonable land prices | 54.7 |
| Social Security system was introduced during the New Deal | 54.7 |
| US gave military support to South Korea with United Nations | 53.9 |
| Dust Bowl of 1930s fostered movement to California | 53.8 |
| Amendment of 1920 granted women right to vote | 53.7 |
| Stalin was leader of Soviet Union during World War II | 53.6 |
| Populist Party advocated government support for farmers | 52.8 |
| New Deal identified with changes in social, economic policies | 52.3 |
| Franklin Roosevelt was president between 1929–1946 | 52.0 |
| Before Civil War, nation debated spread of slavery | 51.6 |
| "Give me liberty or give me death"—Patrick Henry | 51.1 |
| "Laissez-faire" means minimal government regulation of economy | 51.0 |
| Monroe Doctrine said Europe should not gain land in western hemisphere | 50.9 |
| Washington's Farewell Address warned against foreign alliances | 50.3 |
| Canada and Mississippi valley first explored by France | 50.3 |
| Samuel Gompers was first president of AFL | 49.8 |
| Martin Luther King, Jr., rose to prominence in Montgomery bus boycott | 48.9 |
| US dropped first atomic bomb between 1943–1947 | 48.6 |
| Valley Forge was lowest point in Revolutionary War | 47.9 |
| Women's right to vote was not guaranteed after Civil War | 47.3 |
| An issue in War of 1812 was Great Britain's interference with shipping | 47.0 |
| Andrew Carnegie was associated with development of steel industry | 46.9 |
| Thomas Jefferson was president between 1800–1820 | 45.6 |
| The Constitution divides powers between states and federal government | 43.8 |
| Missouri Compromise admitted Maine as free, Missouri as slave state | 43.0 |
| Woodrow Wilson was president between 1912–1929 | 42.9 |
| Senator Joseph McCarthy involved in controversy about Communism | 42.6 |

ITEMS TESTED ON THE U.S. HISTORY ASSESSMENT (continued)

| *Description* | *Total* |
|---|---|
| "Nullification" related to states' rights | 42.4 |
| Hoover, Franklin Roosevelt were presidents during Depression | 41.1 |
| Jane Addams founded settlement houses to help the poor | 41.0 |
| "Reconstruction" occurred between 1850–1900 | 40.2 |
| *The Federalist* advocated adoption of Constitution | 40.1 |
| *Dred Scott* decision: slave who moved to free state was not free | 39.5 |
| D-Day occurred between 1943–1947 | 39.5 |
| Renaissance was characterized by cultural, technological advances | 39.3 |
| Paine's *Common Sense* argues for colonial independence | 38.3 |
| Emancipation Proclamation freed slaves in Confederacy | 38.2 |
| Union membership grew in the 1930s because of new laws | 38.2 |
| Jamestown founded before 1750 | 38.0 |
| Restrictions on immigration were not part of New Deal | 37.8 |
| "Three-fifths compromise" in Constitution defined status of slaves | 37.7 |
| Immigration from southern and eastern Europe grew, 1890–1910 | 37.6 |
| Immigration restriction in 1921, 1924 aimed at SE Europeans | 37.3 |
| Scopes trial was about teaching evolution | 37.2 |
| Upton Sinclair, Lincoln Steffens, Ida Tarbell known as muckrakers | 37.1 |
| Theodore Roosevelt was president between 1895–1912 | 36.9 |
| Articles of Confederation failed to provide adequate taxing power | 36.8 |
| Find region on US map acquired from Mexico in war | 36.2 |
| Religious toleration in colonies due to common interest of many groups | 36.0 |
| Jonas Salk invented polio vaccine | 34.3 |
| Spanish-American War made US an international power | 33.0 |
| American foreign policy after World War I known as isolationist | 32.3 |
| The Civil War occurred between 1850–1900 | 32.2 |
| US foreign policy in early 1900s: "Speak softly, carry a big stick" | 31.6 |
| Purpose of Jim Crow laws was to enforce racial segregation | 30.7 |
| Magna Carta is foundation of British parliamentary system | 30.6 |
| Andrew Jackson was president between 1820–1840 | 29.9 |
| Reformation led to establishment of Protestant sects | 29.8 |
| The United Nations was founded between 1943–1947 | 25.9 |
| The Seneca Falls Declaration concerned women's rights | 25.8 |
| Abraham Lincoln was president between 1860–1880 | 24.7 |
| Lyndon Johnson's term included Medicare and Voting Rights Act | 23.9 |
| Betty Friedan and Gloria Steinem led women's movement in 1970s | 22.8 |
| "Progressive movement" refers to reforms before World War I | 22.6 |
| "Reconstruction" refers to readmission of Confederate states | 21.4 |
| John Winthrop and the Puritans founded a colony in Boston | 19.5 |

Note: The descriptions above are paraphrases of the information tested. The answers are not identical to the material on the test. In some instances, for reasons of space, the information is incomplete as presented here. Wherever a bloc of time is in the answer, students were presented with several choices on a timeline; some timelines were divided into half-centuries, some into twenty-year periods, and some into even shorter

## ITEMS TESTED ON THE LITERATURE ASSESSMENT
Weighted Percent Correct in Descending Order by National Performance

| *Description* | *Total* |
|---|---|
| In Bible, Noah gathered pairs of creatures into ark | 94.0 |
| In Bible, Moses got 10 commandments, led his people from Egypt | 92.3 |
| Romeo and Juliet hindered by feuding families | 89.7 |
| Martin Luther King, Jr.: "I have a dream . . ." | 88.1 |
| Hamlet: "To be or not to be . . ." (5 lines) | 87.8 |
| Ebenezer Scrooge was stingy character in "A Christmas Carol" | 87.2 |
| In Greek mythology, ruler of gods is Zeus | 86.7 |
| White Rabbit, March Hare, etc., are in *Alice's Adventures in Wonderland* | 86.1 |
| Robin Hood is known for stealing from rich to give to poor | 85.7 |
| Cinderella's rags turned into gown and she met prince | 85.1 |
| Robinson Crusoe was shipwrecked on an island and survived | 83.6 |
| "The Lord is my shepherd . . ." (3 lines) is from Psalm 23 | 82.4 |
| The magician who advised King Arthur was Merlin | 80.5 |
| *Adventures of Huckleberry Finn* is about orphan boy and runaway slave | 80.5 |
| In Bible, Book of Genesis includes account of creation | 79.5 |
| Plato and Aristotle are best known as philosophers | 79.0 |
| Victory of unknown team parallels Bible story of David and Goliath | 78.0 |
| "Rip van Winkle" is about man who slept for 20 years and awoke | 76.3 |
| E. A. Poe wrote "Pit and Pendulum," "Fall of House of Usher," etc. | 75.2 |
| "Friends, Romans, countrymen . . ." is from *Julius Caesar* | 74.9 |
| Juliet said, "What's in a name? That which we call a rose . . ." | 74.2 |
| Gettysburg Address: "Four score and seven years ago our fathers . . . ," etc. | 73.9 |
| Mary Shelley's novel *Frankenstein* is about scientist who created creature he could not control | 73.8 |
| Novel that helped the antislavery movement was *Uncle Tom's Cabin* | 73.4 |
| Epic about a Greek war leader's voyage home is the *Odyssey* | 73.0 |
| Oliver, Micawber, Pip, and Gradgrind appear in novels of Dickens | 72.7 |
| Lucifer is another name for Satan | 72.3 |
| Legendary King Arthur presided over knights of Round Table | 72.0 |
| In Bible, Samson is known for great strength | 71.8 |
| Jesus was betrayed for 30 pieces of silver by Judas | 69.5 |
| Emily Dickinson was American poet who lived in solitude, wrote often about death (lines from 2 poems) | 69.3 |
| Moral of tortoise and hare: slow and steady wins the race | 67.7 |
| In Cain and Abel story, jealous young man kills brother | 67.3 |
| Sherlock Holmes is main character in *Hound of the Baskervilles*, etc. | 67.2 |
| Edgar Allan Poe wrote poems "Annabel Lee" and "Raven" | 67.0 |
| In Roman mythology, Venus is goddess of love | 66.5 |
| "We hold these truths to be self-evident, that all men are created equal . . . ," etc., is in the Declaration of Independence | 65.7 |

ITEMS TESTED ON THE LITERATURE ASSESSMENT *(Continued)*

| *Description* | *Total* |
|---|---|
| "We, the people of the United States, in order to form a more perfect union," is from the Preamble to the Constitution | 65.7 |
| Play by Thornton Wilder about typical New England village is *Our Town* | 65.6 |
| Aesop is best known for writing fables | 65.3 |
| In Greek mythology, multitude of evils escaped from Pandora's box | 64.0 |
| Hemingway wrote *For Whom the Bell Tolls, The Sun Also Rises* | 63.2 |
| Jack London wrote *Call of the Wild* about dog in Yukon | 62.5 |
| Robert Frost wrote poems ("But I have promises to keep . . . ," "Two roads diverged in a wood . . .") | 62.5 |
| In Melville's *Moby-Dick*, Captain Ahab's obsession is revenge | 61.8 |
| Lilliput, country of little people, is part of *Gulliver's Travels* | 61.7 |
| *The Red Badge of Courage* is about young soldier's struggle to overcome his fear in Civil War | 61.6 |
| In Greek mythology, Atlas has to support heavens on his shoulders | 61.1 |
| In Bible, King Solomon is famous for his wisdom | 61.0 |
| The *Iliad* is an epic poem by Homer | 60.6 |
| In biblical story, Jonah is swallowed by big fish | 60.2 |
| In Mark Twain novel, Tom Sawyer is known for clever ways of avoiding work, trouble | 59.8 |
| Midas was mythical king whose touch turned objects to gold | 59.5 |
| *The Scarlet Letter* is novel about woman who was unfaithful | 59.4 |
| *To Kill a Mockingbird* is novel about 2 children affected by community conflict when father defends black man | 59.1 |
| Dickens's novel *Tale of Two Cities* occurs during French Revolution | 59.0 |
| Longfellow wrote poem about Paul Revere that includes "One if by land, / Two if by sea" | 58.8 |
| Franklin Roosevelt said, "The only thing we have to fear is fear itself" and "Yesterday, December 7, 1941,—a date which will live in infamy . . ." | 57.2 |
| In addition to plays, Shakespeare also wrote sonnets | 57.0 |
| Young man who wastes fortune, comes to his senses is like prodigal son | 56.5 |
| In Roman mythology, Mars is god of war | 56.2 |
| Winston Churchill said, "I have nothing to offer, but blood, toil, tears, and sweat" and "From Stettin in the Baltic to Trieste in the Adriatic, an Iron Curtain has descended across the continent" | 55.7 |
| Arthur Miller wrote *The Crucible* and *Death of a Salesman* | 53.7 |
| *A Raisin in the Sun* is about experiences of black family | 53.2 |
| John F. Kennedy: "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country" | 52.7 |
| In Greek mythology, Jason traveled in quest of the Golden Fleece | 52.5 |
| *The Great Gatsby* is novel by F. Scott Fitzgerald about pursuit of wealth and status in 1920s | 51.7 |
| Character in ancient Greek play who unknowingly killed father and married his mother is Oedipus | 51.7 |
| "Achilles' heel" means weak point in strong person | 51.5 |
| In Greek mythology, Daedalus and Icarus make wax wings, fly too close to sun, fall into sea | 50.2 |

ITEMS TESTED ON THE LITERATURE ASSESSMENT *(Continued)*

| *Description* | *Total* |
|---|---|
| Odysseus is mythical Greek hero who journeys home after Trojan War | 49.8 |
| Byron, Keats, and Wordsworth are chiefly known as poets | 48.1 |
| Shakespeare's play *Julius Caesar* is about the fate of his assassins | 48.0 |
| Don Quixote was Spanish knight who attacked windmills, thinking they were giants | 47.9 |
| *Macbeth* is play about man whose ambition to be king led him to murder | 47.3 |
| "To every thing there is a season, and a time to every purpose under the heaven: a time to be born, and a time to die": the Bible | 46.7 |
| In *Beowulf*, the hero battles with the monster Grendel | 45.8 |
| Abraham Lincoln: "With malice toward none, with charity for all . . ." | 45.7 |
| T. S. Eliot wrote *The Waste Land*, "The Love Song of J. Alfred Prufrock," and "The Hollow Men" | 45.4 |
| In Greek mythology, Trojan War starts because Paris kidnapped Helen | 45.4 |
| "A penny saved is a penny earned" and "A small leak will sink a great ship" are maxims from Franklin's *Poor Richard's Almanack* | 43.6 |
| "The Minister's Black Veil," "Young Goodman Brown," "Rappaccini's Daughter" were written by Nathaniel Hawthorne | 43.3 |
| *The Old Man and the Sea* is novel about man who battles great fish | 43.0 |
| *Walden* by Henry David Thoreau is about simplifying one's life | 42.9 |
| John Milton's *Paradise Lost* is about rebellion of Satan, fall of Adam and Eve | 41.2 |
| Walt Whitman wrote *Leaves of Grass*, which includes line, "I celebrate myself, and sing myself" | 40.2 |
| Steinbeck's *The Grapes of Wrath* is about family that migrates from Dust Bowl to California | 39.7 |
| *Antigone* is Greek play about woman who defies king to honor her dead brother | 39.1 |
| "Things fall apart; / The center cannot hold . . . ," etc., is from "The Second Coming" by William Butler Yeats | 38.9 |
| In Greek mythology, Prometheus is chained to a rock for stealing fire | 38.5 |
| In Jane Austen's *Pride and Prejudice*, the Bennet daughters find husbands | 38.0 |
| *Wuthering Heights* is about Heathcliff's obsessive love of Catherine | 37.9 |
| George Bernard Shaw wrote *Pygmalion*, *Arms and the Man*, and *Saint Joan* | 37.5 |
| In the Bible, Job is known for his patience during suffering | 37.2 |
| Walter Mitty had dull existence but exciting fantasy life | 36.6 |
| Langston Hughes was poet of Harlem Renaissance who wrote "Hold fast to dreams," etc. | 36.2 |
| Geoffrey Chaucer wrote *The Canterbury Tales* | 36.1 |
| Herman Melville wrote *Billy Budd*, "Benito Cereno," and "Bartleby the Scrivener" | 35.9 |
| *1984* is novel about dictatorship that watches everyone to stamp out individuality | 35.5 |
| *Lord of the Flies* is novel about children stranded on island who try and fail to lead civilized life | 35.3 |
| Herman Melville and Joseph Conrad are authors of novels about the sea | 34.7 |

ITEMS TESTED ON THE LITERATURE ASSESSMENT *(Continued)*

| *Description* | *Total* |
|---|---|
| In the Bible, the cities of Sodom and Gomorrah are destroyed because of wicked inhabitants | 33.4 |
| The South was setting for many of William Faulkner's novels | 33.3 |
| Dante's *Divine Comedy* is about journey through Hell, Purgatory, Heaven | 32.8 |
| Richard Wright wrote *Native Son* (about black life in Chicago) and *Black Boy* | 32.3 |
| D. H. Lawrence is English author who wrote "The Rocking Horse Winner" and *Sons and Lovers* | 28.7 |
| Willa Cather wrote about settling of West in *My Ántonia, O Pioneers!,* and *Death Comes for the Archbishop* | 28.2 |
| Tennessee Williams wrote *A Streetcar Named Desire* and *The Glass Menagerie* | 27.6 |
| Ernest Hemingway wrote "In Another Country," "The Short Happy Life of Francis Macomber," and "The Killers" | 27.3 |
| Thomas Hardy wrote *The Return of the Native, Tess of the D'Urbervilles, The Mayor of Casterbridge* | 24.4 |
| *Catcher in the Rye* is novel about 16-year-old boy who is expelled from school, goes to NYC for weekend | 22.5 |
| Henry James wrote about American/European life in *Daisy Miller* and *Portrait of a Lady* | 21.9 |
| Henrik Ibsen wrote *Hedda Gabler, A Doll's House, An Enemy of the People* | 20.3 |
| Joseph Conrad wrote *The Heart of Darkness, Lord Jim,* and *The Secret Sharer* | 19.3 |
| Ralph Ellison's *Invisible Man* is about young man who grows up in South, moves to Harlem | 18.3 |
| Dostoevsky wrote *Crime and Punishment* and *The Brothers Karamazov* | 17.1 |
| James Joyce is Irish author who wrote *Ulysses, A Portrait of the Artist As a Young Man,* "Araby" and "Eveline" | 15.6 |
| De Tocqueville was European who traveled in US and wrote *Democracy in America* | 15.5 |
| Eudora Welty and Flannery O'Connor are known for stories set in South | 14.4 |
| William Blake refers to a tiger in poem, "—— —— burning bright / In the forests of the night, / What immortal hand or eye / Could frame thy fearful symmetry?" | 13.6 |
| John Bunyan's novel *Pilgrim's Progress* is about the temptations that Christians face in life | 13.4 |

Note: These descriptions are paraphrases of the information tested. In most instances, for reasons of space, the information is an abbreviated and sometimes incomplete version of the item on the assessment.

June 1, 1988

Name/Title
Position
Affiliation

Dear

I would like to request that you serve in the capacity of reviewer for the Austin Independent School District's Content in the Curriculum project.

The Content in the Curriculum project evolved in response to the growing national concern that students may lack basic knowledge in U.S. history and literature. In the spring of 1986, the National Assessment of Educational Progress (NAEP) tested a nationally representative sample of 17-year-olds to assess their basic knowledge of U.S. history and literature. The results of this assessment were published in a best-selling book by Diane Ravitch and Chester Finn entitled What Do Our 17-Year-Olds Know?

In AISD, we are likewise interested in what our students know, but we are also concerned with several other fundamental questions: (1) What is important for us to teach our children? (2) Are these important things in our curriculum? and (3) Are we teaching these important things to our children?

In order to address the second and third questions, it is necessary to obtain some guidance and direction in regard to the first question. To do this, we are asking persons with a stake in humanities instruction to review the NAEP item specifications and to rate them as to their importance for AISD students. The item specifications for either U.S. history or literature, along with additional information and instructions for rating, are enclosed.

Your assistance as a reviewer will help ensure that AISD's U.S. history and literature curricula contain the content our young people need to know to participate fully in our complex modern society. If you are unable to take on this task, please get in touch with David Wilkinson at 458-1227. I hope, however, that you will be able to assist the Austin schools by serving as a reviewer.

Sincerely,

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John Ellis
Superintendent of Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

# CONTENT IN THE CURRICULUM

## Review of NAEP Item Specifications

### BACKGROUND INFORMATION

In 1986, 7,812 17-year-old students across the nation were tested on their knowledge of U.S. history and literature. Conducted by the National Assessment of Educational Progress (NAEP), one of the nation's leading testing agencies, the test was the first of its kind. The students were drawn from public and private schools, and the sample was representative of different ethnicities, both sexes, and all regions of the United States.

Although the test was intended to be a measure of basic knowledge in the two areas, students could correctly answer only 55% of the history questions and 52% of the literature questions.

Diane Ravitch and Chester E. Finn, Jr., authors of the best-selling book What Do Our 17-Year-Olds Know?, which presents the results of the assessment, have characterized these results as "a shameful level of performance."

In the Austin Independent School District, the implications of the national results dovetail with a local concern with the amount of content being taught and the balance between skills and knowledge in the curriculum. The Superintendent and his cabinet have raised the question, "How does AISD determine what the content of instruction ought to be?" To begin to answer this question, the Office of Research and Evaluation has undertaken an evaluation of the content in American history and literature.

One key feature of this evaluation centers around the question, "What are the important things that we should teach our children?" Taking as a starting point the domain of content defined by the National Assessment, a group of persons with a stake in instruction in AISD (teachers, instructional coordinators, subject area professors from Austin universities, etc.) is being asked to review the NAEP item specifications and rate them as to their importance for AISD students.

These ratings will serve to inform the remainder of the evaluation. Phase two of the evaluation centers around the question, "Are the important things in our curriculum?" A review will be conducted of the Texas essential elements, the scope and sequence of textbooks, and AISD course outlines

for evidence that the important content is included in the curriculum. Phase three involves an analysis of teachers' tests under the assumption that teachers test what is taught. The final phase of the evaluation would be testing AISD eleventh graders so that AISD's performance could be compared with the performance of students nationwide.

INSTRUCTIONS FOR RATING

You will be rating the objectives and subobjectives of one of the areas of the NAEP history and literature assessment, either history or literature. The NAEP learning objectives were created by two national committees, one for history and one for literature. The objectives were the basis for the 121 literature and 141 history items administered in the assessment. The objectives represent the consensus each committee arrived at about what should be tested. However, we are interested in what you think is important that AISD students be taught.

In the blank to the left of each objective or subobjective, write the number corresponding to the rating you select, according to the following scale.

| Essential | Important | Somewhat Important | Unimportant |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Please feel free to write comments about the basis for your ratings.

If there are other areas not addressed by the objectives which you think are important for students to know, please list them at the end. Write on the backs of the sheets with the objectives or attach additional pages.

When you have completed your rating, please use the enclosed stamped, self-addressed envelope to return the sheets to:

David Wilkinson/ORE
6100 Guadalupe
Austin, TX 78752

Please return your ratings by June 10, 1988.

If you have any questions about the rating task or about the evaluation, please call David Wilkinson at 458-1227.

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR HELP.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

# THE NAEP LEARNING OBJECTIVES

## HISTORY

I. Exploration and Colonization: up to 1763

A. Exploration
1. Factors contributing to exploration (e.g., desire for wealth, technological advances)
2. Major countries and explorers involved (e.g., Spain, France, England)

B. Colonization
1. Factors contributing to colonization (e.g., religious, economic, and social issues)
2. The first colonies (e.g., governments based on English models, leaders of original colonies, and relations with Native American cultures)
3. Aspects of colonial life (e.g., diversity of religious and ethnic groups, origins of slavery, types of economy. and immigration)

II. The Revolutionary War and the New Republic: 1763-1815

A. The Revolutionary War
1. Factors contributing to the Revolutionary War (e.g., English exploitation of the colonies and emergence of an American Society)
2. Documents (e.g., Declaration of Independence, the Articles of Confederation, and Common Sense)
3. Importance of American leadership (e.g., George Washington, Thomas Paine, John Adams, Thomas Jefferson, Benjamin Franklin)
4. Events and aspects of the war (e.g., political parties, leaders)

B. Establishing the new nation
1. The Constitution (e.g., major compromises, structure, and steps leading to ratification)
2. Forming the new government (e.g., political parties, leaders)
3. Expansion (e.g., migration, the Louisiana Purchase, trade with Europe, difficulties maintaining neutrality, and the War of 1812)

III. Nationhood, Sectionalism, and the Civil War: 1815-1877

A. Economic and social change (e.g., growth of cities, industrialization, transportation)

B. Jacksonian democracy (e.g., political parties, expanding the franchise, treatment of Native Americans)

C. Expansion of slavery (e.g., Missouri Compromise, plantation economy, and abolitionists)

D. The Civil War
1. Federal powers versus states' rights (e.g., nullification)
2. Factors leading up the the Civil War (e.g., slavery, economic differences between North and South, and secession versus preservation of the Union)
3. Abraham Lincoln (e.g., Emancipation Proclamation, Gettysberg Address)
4. Effects of the Civil War (e.g., growth of North; destruction of South; Reconstruction; passage of Thirteenth Fourteenth, and Fifteenth Amendments--abolition of slavery, due process and equal protection, and the right to vote)

IV. Territorial Expansion, the Rise of Modern America, and World War I: 1877-1920

A. Territorial expansion
1. Western expansion (e.g., territories involved, improved transportation, farm protests, Indian Wars, and the reservation system)
2. The Spanish-American War (e.g., territorial acquisition, United States becomes world power)

B. The rise of modern America
1. Big business (e.g., leaders, new production techniques, and monopolies)
2. Labor unions (e.g., working conditions, American Federation of Labor, problems in organizing unions)
3. Progressive Era and reform legislation (e.g., populism, Theodore Roosevelt, muckraking, "trust busting," and conservation)
4. Immigration (e.g., shift in patterns, efforts to restrict--National Origins Act)
5. Segregation and failure to achieve equality for blacks (e.g., Plessy v. Ferguson--separate but equal, Jim Crow laws, NAACP)

C. The First World War
1. Reasons for United States entry (e.g., rights of neutrality and submarine warfare)
2. Characteristics of the war (e.g., countries involved, leaders--Woodrow Wilson)
3. Events and effects (Treaty of Versailles, League of Nations, substantial American contribution, isolations mood after war)

D. Women's vote--Nineteenth Amendment (e.g., early advocates--Susan B. Anthony, Elizabeth Cady Stanton, Seneca Falls Convention)

V. The Great Depression, the New Deal, and World War II: 1920-1945

A. The 1920's (e.g., temperance movement and prohibition, inventions, Scopes trial)

B. Causes and characteristics of the Great Depression (e.g., stock market crash, collapse of economy, Dust Bowl)

C. Franklin D. Roosevelt and the New Deal (e.g., changes in role of government, gains for labor, agricultural price supports, Social Security)

D. World War II
1. Factors leading up to United States involvement in the war (e.g., rise of totalitarianism, United States initially neutral, entry after Japanese attack on Pearl Harbor)
2. Characteristics of the war (e.g., global nature with European and Pacific theaters; the Holocaust; leaders--Churchill, Stalin, Hitler, and Roosevelt; effect of war on roles of women and minorities; Japanese relocation camps; relationships with Allies--Yalta)
3. End of the Second World Was (e.g., Roosevelt dies and is succeeded by Truman; United States uses atomic bomb to end war with Japan)
4. The United Nations (e.g., purpose)

VI. Post-World War II: 1945 to Present

A. The Cold War (e.g., containment of communism, beginnings of arms race, Truman Doctrine, Marshall Plan, NATO, McCarthyism, communist expansion in Europe)

B. Korean conflict (e.g., U.N. forces, MacArthur versus Truman)

_____ C. Postwar prosperity (e.g., demand for consumer goods; the baby boom; the growth of suburbs; inventions and discoveries; Sputnik begins space race)

_____ D. The 1960's
_____ 1. President Kennedy and the New Frontier (e.g., space program, Cuban missle crisis, Peace Corps, assassination)
_____ 2. President Lyndon Johnson and the Great Society (e.g., increased social legislation and government spending)
_____ 3. Civil rights movement (e.g., Brown v. Board of Education and beyond, Martin Luther King, Jr., civil rights legislation)
_____ 4. Vietnam (e.g., growing unpopularity of war, protest movement)

_____ E. The 1970's
_____ 1. Opening to China
_____ 2. United States withdrawal from Vietnam
_____ 3. Watergate, resignation of President Nixon, succession of President Ford
_____ 4. Women's Rights Movement (e.g., Betty Friedan, Gloria Steinem, and ERA)
_____ 5. Energy crisis
_____ 6. Human rights

Other Important Areas:

If there are other things you think are important for students to know, please list them here. Use the back of the sheet or attach additional pages if necessary.

(A blank page included for the reviewer's comments has been omitted here in the interest of cost.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

# THE NAEP LEARNING OBJECTIVES

## LITERATURE

_____ I. Novels, Short Stories, and Plays
These words and their authors are significant because of universal characters, plots, and themes. This universality arises when a work portrays an experience or a characteristic common to humanity and so helps us to understand ourselves and to develop our personal values.

_____ A. Novels
The emphasis is on American authors and their works (Twain's The Adventures of Huckleberry Finn, Cather's My Antonia). Major English and foreign (translated) works are also included (Robinson Crusoe, 1984, Don Quixote). Knowledge and understanding of characters, plots, and themes are essential.

_____ B. Short stories
Most of the stories are by American authors (Edgar Allen Poe, O. Henry, Shirley Jackson). A knowledge of characters (Walter Mitty) and plots ("Rip Van Winkle") will be assessed.

_____ C. Plays
The emphasis is equally divided between Shakespearean plays (Romeo and Juliet, Hamlet) and classical and modern plays (Oedipus Rex, Our Town, A Raisin in the Sun). Knowledge of characters, plots, and familiar passages will be assessed as well as an understanding of themes.

_____ II. Myths, Epics, and Biblical Characters and Stories
Knowledge of these is necessary in order to understand other literature in our culture because of the frequency of allusions and references to these texts. This knowledge constitutes a cultural shorthand that enables students to recognize certain universal characters, symbols, and themes. With this knowledge, students may recognize the similarities of human experience, past and present.

_____ A. Myths, heroes, and legends
Classical Greek and Roman mythology (Midas, Venus, Zeus) is the major emphasis in this area. Also included are the Arthurian legend (Merlin), fairy tales (Cinderella), folk heros (Robin Hood), and fables ("The Tortoise and the Hare").

_____ B. Epics
Included are the earliest epics (The Odyssey) and those that came later (Paradise Lost).

_____ C. Biblical characters and stories
Major biblical figures (Moses, Judas), events (the Flood), and parables (the Prodigal Son) are the core of this area.

_____ III. Poetry
These poets and works are significant because of themes, allusions, and imagery that enable us to understand the meaning of our human experience, that help alter our sensibilities, and that enlarge our imagination. Some of these works are also frequently quoted and thus have become vehicles for communication with others.
Included are mostly American poets and their poems (Dickinson, Whitman, Hughes) as well as some English poets (Shelley, Blake). Some familiar passages (from Frost's "Stopping by Woods on a Snowy Evening") are also cited.

_____ IV. Nonfiction
Some of these works and their authors are frequently referred to because they have come to embody the values of our culture. Others are worthy of study because of their success in the communication of ideas by the use of effective rhetoric.
A variety of American nonfiction has been included: speeches (King's "I have a dream"), historical documents (Declaration of Independence), and autobiographies (Thoreau's Walden).

Other Important Areas:

If there are other things you think are important for students to know, please list them here. Use the back of the sheet or attach additional pages if necessary.

(A blank page included for the reviewer's comments has been omitted here in the interest of cost.)

## ITEMS WITH MORE THAN FIVE ANSWER CHOICES

TO THE TEACHER:

Oops! The answer sheet we are using has spaces for only five answer choices, but some history questions have six answer choices. The test forms and the item numbers which have six answer choices are:

| Test | Form | Item numbers |
|---|---|---|
| History | 2 | 39-41 |
| History | 4 | 17-23 |

Please instruct students as follows:

ON FORM 2, ON ITEMS 39-41

Use the "A" bubbles next to items 69-71 as the "F" answer choice.

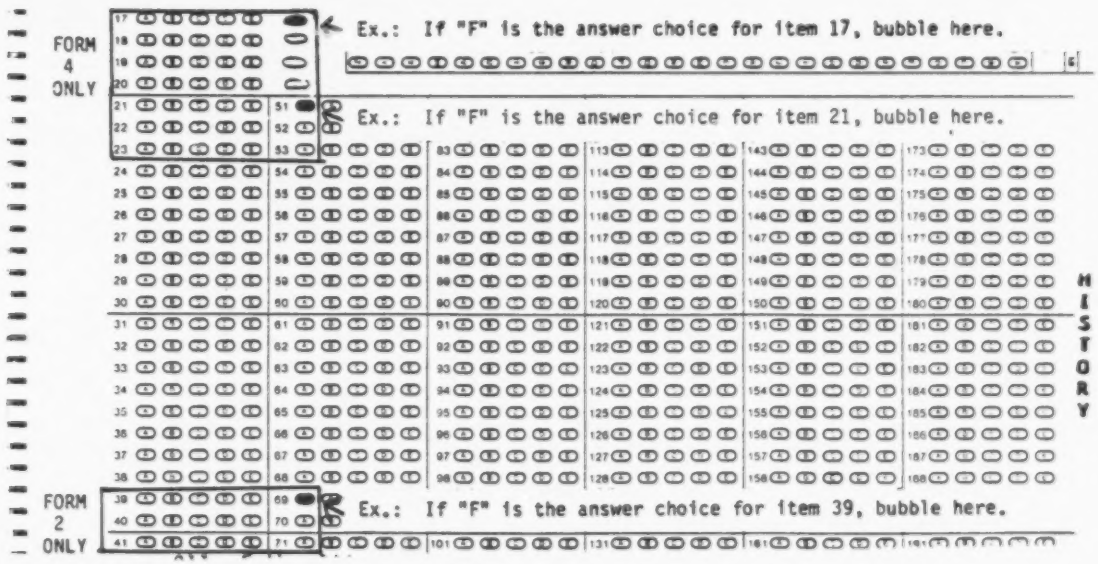
ON FORM 4, ON ITEMS 17-20

Mark an "F" answer choice in the blank space to the right of the line with the items. Line up the mark with the column of "A" bubble below.

ON FORM 4, ON ITEMS 21-23

Use the "A" bubbles next to items 51-53 as the "F" answer choice.

The examples below illustrate how students should mark the answer sheet. CUT SHEETS PROVIDED INTO HALVES AND GIVE EACH STUDENT A COPY.


FORM 4 ONLY
Ex.: If "F" is the answer choice for item 17, bubble here.
Ex.: If "F" is the answer choice for item 21, bubble here.
FORM 2 ONLY
Ex.: If "F" is the answer choice for item 39, bubble here.
HISTORY

All of the literature tests, and the other two history tests, have no items with more than five answer choices.

We are sorry for the inconvenience. An alert teacher caught this problem after testing began.

We are sorry for the inconvenience. An alert teacher caught this problem after testing began.